UNIVERSITY OF MASSACHUSETTS BOSTON

Undergraduate Programs @UMASS BOSTON

UMASS BOSTON

Catalog and Application **2003–2005**

An undergraduate application form and instructions can be found at the back of this catalog.

For further information, contact Enrollment Information Services at **617.287.6000,** or visit the University's website at **www.umb.edu.**

Undergraduate Programs @UMass Boston

Catalog and Application **2003-2005**

A Great University in a Great City

Fall, 2003

This publication is published by the University of Massachusetts Boston to provide information about the University to persons who work and study at the University, to persons who may be interested in applying for admission, and to parents, teachers, counselors, and the general public. THIS PUBLICATION IS NEITHER A CONTRACT NOR AN OFFER TO MAKE A CONTRACT. While every effort has been made to ensure the accuracy of the information in this publication, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader, and the University expressly disclaims any liability that may otherwise be incurred.

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The University of Massachusetts Boston is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation by the New England Association indicates that the institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about staff of the school or college. Individuals may also contact the Association at this address: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, 781.271.0022. Their website is NEASC.com

The University of Massachusetts Boston is a member of the Council of Graduate Schools of the United States and the Northeastern Association of Graduate Schools.

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UMass Boston *at a glance*

Profile

UMass Boston is a co-educational, public university of the Commonwealth of Massachusetts offering bachelor's, master's, and doctoral degrees, certificate programs, and corporate, continuing, and distance education.

History

The University of Massachusetts Boston is the second largest campus in the five campus University of Massachusetts System. The University was founded by the Morrill Land Grant Act of 1863. The University of Massachusetts Boston was founded by the State Legislature in 1964, and merged with the former Boston State College in 1982.

Location

The University is located in Boston, Massachusetts just three miles south of the city on a peninsula in Boston Harbor covering 177 acres. Our neighbors are the John F. Kennedy Library and Museum and the Commonwealth of Massachusetts State Archives and Museum.

Enrollment for Fall 2002

12,719 Students

10,071 Undergraduates

2,648 Graduate students

41% Male

59% Female

Faculty

850 Members

94% Hold the highest degree in their fields

15:1 Student to Faculty Ratio

Undergraduate Academic Programs

(see inside back cover for listings)

Five Undergraduate Colleges

- Liberal Arts
- Management
- Nursing and Health Sciences
- Public and Community Service
- Science and Mathematics

84 Majors and Concentrations

22 Programs of Study

15 Certificate Programs

New Matriculating Undergraduate Students for Fall 2002

MID-RANGE SAT SCORES: 970 – 1130 combined

MEDIAN AGE: Freshmen: 19 years old
Transfers: 23 years old

ENROLLMENT: Freshmen: 576
Transfers: 1,382

Calendar

- Fall and Spring Semesters
- Optional Winter & Summer Sessions

Degrees awarded by UMass Boston

Bachelor of Arts ■ Bachelor of Science ■ Master of Arts ■ Master of Business Administration ■ Master of Education ■ Master of Science ■ Doctor of Education ■ Doctor of Philosophy ■ Certificate of Advanced Graduate Study ■ Undergraduate & Graduate Certificates

Accelerated Degree Programs

- The Five Year Bachelor of Arts/MBA Degree
- The Combined BS/MS Degree in Chemistry
- The Combined BA/MA Degree in Applied Sociology
- The Accelerated RN to MS Degree in Nursing

Financial Aid

In 2002-2003, more than **50%** of UMass Boston students received more than **$40 million** annually in aid.

School Colors and Athletic Teams

Blue & White ■ The Beacons

NCAA Division III Sports

■ Men's Baseball ■ Men's and Women's Basketball
■ Men's and Women's Cross Country
■ Men's and Women's Ice Hockey ■ Men's Lacrosse
■ Men's and Women's Soccer ■ Women's Softball
■ Men's and Women's Tennis ■ Women's Volleyball

Intramurals

Badminton ■ Basketball ■ Floor Hockey ■ Horseshoes ■ Racquetball ■ Sailing ■ Soccer v Squash ■ Tennis ■ Ultimate Frisbee ■ Wallyball

Student Life

75 student organizations, student leadership program, a student newspaper, yearbook, literary magazine, student arts and events council, student-run art gallery and café, academic and honor societies

Accreditation

The University of Massachusetts is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally-recognized organization whose affiliated institutions range from elementary schools through college institutions offering post-graduate instruction. The College of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The College of Nursing and Health Sciences holds accreditation from the Commission on Collegiate Nursing Education (CCNE). The Graduate College of Education's professional preparation programs are certified by the National Council for the Accreditation of Teacher Education (NCATE).

Introduction to UMass Boston

THE UNIVERSITY

A Community of Scholars

The University of Massachusetts Boston is a community of scholars that prides itself on academic excellence, diversity, and service. A commuter institution, it is a university serving not only its students, but also the greater Boston community, through scholarship and research in many areas of vital importance to urban life. A public university, UMass Boston was founded in 1964 to provide the opportunity for superior undergraduate and graduate education at moderate cost to the people of the Commonwealth and particularly of the greater Boston area. Today it continues to honor that commitment, offering programs responsive to the particular needs and circumstances of its urban constituency. It is a lively place, where daytime and evening classes go on year round, and where studies in a wide range of disciplines are conducted by a truly distinguished faculty.

At UMass Boston, the second-largest campus in the University of Massachusetts system, almost 13,000 students study at the undergraduate and graduate levels, and in its Division of Corporate, Continuing, and Distance Education. With campuses at Amherst, Boston, Dartmouth, Lowell, and Worcester, the University of Massachusetts serves more than 57,000 students and is the largest university system in New England.

Five academic units grant bachelor's degrees at UMass Boston. The College of Liberal Arts offers students opportunities to prepare themselves for all areas of human endeavor and behavior as well as careers in such fields as education, law, medicine, and government. The College of Science and Mathematics helps students prepare for careers in multiple areas of human endeavor dealing with nature and the relationship of nature to life and non-life communities; these areas include the environment, cell biology, biotechnology, green chemistry, computational physics, bioinformatics, computer science, mathematics, and scientific research in general. The College of Management offers academic preparation for professional managerial careers in commerce, industry, government agencies, and other institutions. The undergraduate curriculum of the College of Nursing and Health Sciences leads to the BS degree in nursing and entry into professional practice; the College's Department of Exercise Science and Physical Education offers students preparation for careers in teaching, and exercise physiology. The College of Public and Community Service prepares students for careers in the social services. In cooperation with these five Colleges and under the auspices of the University's Graduate College of Education, the Teacher Education Program works to provide undergraduates with the opportunity to begin the pursuit of their careers in education.

Despite differences in perspective, the educational programs of all the academic units of the University are similar in principles and requirements. All UMass Boston undergraduates must achieve competence in expository writing and critical thinking. All become familiar with traditional academic disciplines and explore ways of applying those disciplines to their own lives and to the world at large. All prepare themselves, through intensive study in particular fields of learning, for careers or for graduate education. Graduate education at UMass Boston has been an area of dramatic growth over the last decade. The University awards the PhD, the EdD, the Certificate of Advanced Graduate Study, the MA, MBA, MEd, and MS degrees, and several graduate certificates. It offers graduate programs in thirty different fields, including the central liberal arts disciplines, business administration, clinical psychology, education, nursing, and such new or developing areas of study as computer science, environmental sciences, gerontology, green chemistry, and public policy. Further information about these programs may be found in the University's Graduate Studies Bulletin.

Academic Excellence

UMass Boston could neither grow as a university center nor sustain the excellence of its undergraduate programs without relying on the energy, commitment, and intellectual strength of a superior faculty. While the lists of faculty members and their credentials in this catalogue show the distinction of the teaching staff's academic training, these lists can only suggest the faculty's deep involvement in research and scholarship, the extent of their expertise, and the care and innovation they bring to the development of the curriculum. Their ranks include Guggenheim Fellows, Danforth Associates, and a Pulitzer Prize winner.

Program and course descriptions offer a fuller sense of the University's resources. Undergraduates at UMass Boston can choose from more than one hundred areas of study, ranging from accounting to ancient Greek, computer science to creative writing, gerontology to women's studies. There are such traditional disciplines as English, history, mathematics, and physics. There are programs that examine single areas from the perspectives of a variety of disciplines—such programs as those in communication, Latin American studies, and the study of religion. Some programs, such as those in biology and medical technology, community planning, exercise physiology, and accounting, offer specific preparation for advanced professional training or careers. Undergraduates majoring in a number of different areas may also apply for admission to UMass Boston's University Honors Program, which offers an enriched curriculum and other services to its students. This program was recently among the first in the state to receive the coveted designation of "Commonwealth Honors Program." The Massachusetts Board of Higher Education confers this title only on those honors programs that meet the Board's rigorous academic standards for University-level honors programs.

It has become increasingly important in the contemporary world to understand other cultures and nations, and to speak their languages. The University is taking several steps to enrich its offerings in fields related to international study, particularly by building stronger relationships between language study and the social sciences, and also by increasing opportunities for study abroad.

At a fine university, scholarship and research are respected, and so is the art of teaching. UMass Boston's faculty members are committed and accomplished teachers: students and their instructors meet in an atmosphere of academic friendship and concern for individual progress. The University's educational programs invite students to join in the excitement of intellectual exploration and to achieve the satisfactions of personal and professional growth. Academic work at UMass Boston is demanding—and rewarding.

An Accessible University

The University believes that a good education should be available to anyone who has the desire and potential for academic achievement. The cost of attending UMass Boston is moderate, and the University makes every effort, through financial aid and part-time employment programs, to bring its offerings within reach of students in need. Most UMass Boston students must schedule their course work with diverse responsibilities in mind—some students study, hold jobs, and raise families all at once. The University therefore conducts classes between 8:30 am and 10:00 pm, and makes no distinction between daytime and evening courses: the same faculty teaches both. The University also enables matriculated students to carry part-time course loads and to switch easily between full- and part-time study. The off-campus program of the Division of Corporate, Continuing, and Distance Education extends classes

The University

outward into the community by offering courses at a variety of off-campus sites in Boston and the suburbs.

To help students get the most from their education at UMass Boston, the University provides a wide spectrum of services, including orientation and placement testing for new students, academic advising, tutorial assistance in specific courses, and career planning. The University Advising Center offers services for all undergraduates, while each College also provides for the needs of its own students. UMass Boston's faculty and staff are committed to helping individual students live up to their academic potential.

Students need not pursue degrees to take advantage of UMass Boston's offerings. Non-degree students can enroll in individual courses where space is available, or earn certificates as "certificate students" by completing one- or two-year sequences of course work in a number of fields through a program of study or a career certificate program. High school students can sample university life, while still in high school, by taking introductory courses at UMass Boston through such programs as Flexible Campus, Urban Scholars, and Upward Bound.

Many UMass Boston students have families, jobs, or both. The University operates a fully certified Early Learning Center, with separate toddler and preschool programs, to care for young children while their parents attend classes. Many veterans are students at UMass Boston. Through the William Joiner Center for the Study of War and Social Consequences, the University provides a wide array of services responsive to their needs. These services include help with educational benefits through the Office of Veterans Affairs, academic and personal counseling, and tutorial and advocacy services.

The University is committed to providing equal access and auxiliary aids and reasonable accommodations to persons with physical and learning disabilities. For the many students with disabilities, the Lillian Semper Ross Center for Disability Services, the University Advising Center, and the Adaptive Computer Lab work together to provide the accommodations and auxiliary aids students may need to have equal access to education at UMass Boston.

The University was built as a totally accessible campus, and renovations and remodeling efforts have always been in full compliance with the Americans with Disabilities Act (ADA). The Ross Center provides students with sign language interpreting services and assisted listening devices; testing modifications; and a variety of study aids according to their individual needs. The Center also houses peer support clubs and the Council for Students with Learning Disabilities.

Informational admissions seminars are offered weekly at UMass Boston, and the Office of Admissions regularly sends staff members throughout metropolitan Boston to discuss educational opportunities with parents and students. The Admissions Office provides thoughtful counseling, useful information, and prompt admissions decisions to all students interested in attending the University.

Connecting with Other Cultures

Because Boston has a truly international population, the University conducts a program in English as a Second Language to help those who are native speakers of such languages as Spanish, Greek, Chinese, Portuguese, French, German, Japanese, Vietnamese, and the languages of Africa to progress smoothly through the course work of an American university. Special counselors are available to serve the needs of Spanish-speaking students and Vietnamese-speaking students. In addition, the division of Corporate, Continuing, and Distance Education offers ESL in Boston, which entitles the student to an educational visa status (I-20) while enrolled.

The changing demographics of the US population suggest that to be truly educated and function effectively in a changing world, each of us should be able to understand a wide variety of people and their cultures. The University believes that the explicit study of the diversity of the world's peoples is an essential component of an undergraduate education. UMass Boston has therefore required all undergraduates to take one or more courses that address human diversity as a major theme.

The study of cultural and social groups previously marginalized or ignored in the curriculum is of great value to all students. It strengthens their academic preparation by exposing them to a rich body of scholarship from a wide range of disciplines. Such study also helps them acquire the analytical tools and knowledge they need to understand human diversity in a complex and changing world.

The University's broad definition of diversity includes race, gender, culture (national origin, ethnicity, religion), social class, age, sexual orientation, and disability.

Campus Interchange

As a member of the five-campus University of Massachusetts system, UMass Boston participates in interchanges with the other undergraduate campuses—at Amherst, Dartmouth, and Lowell—which enable students to transfer freely from one campus to another on a temporary or permanent basis as appropriate to their academic needs. And under a restructured President's Office, the University is exploring additional kinds of collaboration that will make resources and programs within the system available to students on every campus. Accordingly, undergraduates at UMass Boston can expect new opportunities for connections with their peers throughout the University of Massachusetts system.

Commuting and Housing

UMass Boston is a commuter school. Parking space is available for moderate cost at the campus in underground garages and outdoor lots. Both the MBTA Red Line and the Old Colony lines of the commuter rail stop at the JFK/UMass MBTA station. Free shuttle buses run between the station and the campus.

The University wants students to be at home at UMass Boston. Many students commute from their home communities, while others utilize the free computerized Housing Referral Service for assistance with finding rental property and/or roommates.

The University

A University with Impressive Facilities

UMass Boston offers fine facilities for learning and relaxation in a handsome array of buildings on a peninsula three miles south of downtown Boston.

The Healey Library

The University's Joseph P Healey Library is centrally located on the campus plaza, and is easily accessible from the enclosed walkway connecting all campus buildings. Its study environment includes four levels of carrels and tables.

The Healey Library houses more than 588,000 carefully selected volumes and currently receives 2,700 journals, newspapers, and databases. The library also maintains a collection of government documents, microform publications, and electronic databases. The library's catalogue is available at workstations in the Main Reference Room (4th floor), 5th, 6th, and 7th floor computers, or from any workstation with access to the Internet.

The Healey Library Internet home page (www.lib.umb.edu) provides access to its catalogue; to the catalogues of other libraries; to databases that index newspapers, magazines, and journals (some of which may be full-text), to email reference services, and to the worldwide web.

These resources support UMass Boston's programs at every level. Library staff provides instruction on the use of resources in the collection. Students, faculty and staff also benefit from the University's membership in the Boston Library Consortium and the Fenway Library Consortium. In addition, they have access to the libraries at all Massachusetts state-supported colleges, community colleges, and university campuses. These alliances offer access to over 50 academic and research libraries in the greater Boston area and beyond.

Research Facilities

University students have access to fine research equipment. The science departments, for example, maintain both teaching laboratories and research laboratories in which students can join with faculty in pursuing full-scale research projects. Biology students can make use of such facilities as electron microscopes and the University's tropical greenhouses and can work at several field stations. Physics students can study in the University's magnetics laboratory or explore the heavens through a telescope housed in an observatory atop the Healey Library.

Computer Connections

Both teaching and research at UMass Boston benefit from the extensive facilities coordinated by the University's Office of Computing Services. This office provides a variety of information technology and data communications resources to the UMass Boston community, with network connections in every office and classroom on the campus. The campus network is fiber-optic based with ATM protocol. Multiple transmission facilities are maintained, providing access to the University of Massachusetts private network, and to the Internet. A central computing facility houses equipment from Data General, Dell, Compaq, Sun, and Apple. Operating systems provided in this environment include NT, Unix (various versions), Linux, Apple OS, and VMS. Students have access to 15 general desktop computing labs with more than 250 Dell Pentium III and Apple Macintosh G4s, seven days a week. Additional, specialized computing facilities are provided to students enrolled in specific courses of study, and for those with special needs.

The Clark Center

Home to the first US presidential debate of election year 2000, the Catherine Forbes Clark Athletic and Recreation Center is open to the public, as well as to all UMass Boston students, and provides a large gymnasium accommodating some 3,500 spectators at basketball games and other public events. There is also a hockey rink seating 1,000, and a swimming/diving pool fully equipped for intercollegiate competition. Among the other athletic resources available to UMass Boston students, faculty, and staff are a fitness center, and special equipment for dance, gymnastics, boxing, wrestling, martial arts, weight training, and therapeutic exercise. Outdoor facilities include playing fields, tennis courts, and an eight-lane, 400-meter running track, as well as a small fleet of sailboats and rowing dories.

Distinguished Neighbors

Sharing the peninsula with UMass Boston is the John F Kennedy Presidential Library, a public institution established to preserve and make available the documents and memorabilia of President Kennedy and his contemporaries in politics and government. The Library building, designed by IM Pei, has become a Boston landmark. The JFK Library shares its impressive archival resources with UMass Boston students and their instructors through a series of educational programs. An equally impressive range of research opportunities is provided by the University's other peninsula neighbor, the nearby Massachusetts Archives and Commonwealth Museum.

A University for Students

UMass Boston has two student publications: *The Mass Media*, a campus newspaper, and *The Watermark*, a literary magazine. The Harbor Art Gallery and the Wit's End Café are student-operated. Movies, concerts, and other cultural events are presented free or at minimal cost by student organizations. A large number of student organizations are officially recognized by the Department of Student Life. The Department's staff administers more than one million dollars in trust funds for student activities, following the recommendations of the Student Senate. Students also share responsibility for the well-being of the University as a whole, serving in the University-wide Student Senate, in governance bodies at individual Colleges, and on the University's Board of Trustees.

The University

UMass Boston students can extend their educational experiences beyond the campus in many ways. Students in the College of Public and Community Service pursue field-based learning as part of the College's curriculum; students in the other colleges often participate in cooperative education or internship programs. UMass Boston students can earn credit for study at more than 150 American universities under the National Student Exchange Program. Students who wish to study in other countries and cultures may do so through a wide range of offerings: study abroad and exchange programs, as well as direct enrollment in foreign universities. UMass Boston students are also eligible, with prior approval, to participate in programs offered through other universities, community colleges, and study abroad consortiums.

The University Health Services (UHS), supported by student fees, provide care for students with minor medical difficulties as well as a referral service for those with more serious problems. A health insurance plan is available for medical services not offered on campus. Massachusetts law requires that students be covered either by this University-sponsored plan or by another comparable plan.

Students at UMass Boston can make use of a variety of counseling services offered both through UHS and through other offices at the University. A Campus Ministry offers spiritual resources for members of the Catholic, Jewish, Muslim, and Protestant faiths.

In addition to the facilities described here, construction is under way for the University's new Campus Center. Expected to be completed in December 2003, the Campus Center will house student services and activities, dining facilities, a conference center and function rooms, and new parking facilities.

A University Serving Its Community

The research of UMass Boston's faculty contributes significantly to the well-being of metropolitan Boston. Some faculty members explore questions of immediate relevance to urban policy and action, undertaking studies of such problems as arson, the health needs of Boston's black citizens, the effects of social and economic conditions on the mental health of families, and the energy needs of the elderly. The research of others—into the history of Boston's neighborhoods, labor conditions, and family violence in nineteenth-century Boston, for example—also promises to lead to wiser responses to the problems of the city and its environment. Faculty research directly benefits students as well, as it provides opportunities for student learning and service, readying them for the responsibility of active citizenship.

Centers, Institutes, and Special Programs

Public Policy

The University's John W McCormack Institute of Public Affairs works to promote informed decision-making and to encourage active participation in governmental affairs through both applied research and civic education programs. The Institute sponsors events that bring members of the academic community together with government leaders, conducts widely recognized opinion polls, and issues reports on such matters of concern as the fiscal situation of the City of Boston.

The McCormack Institute advises city officials, as well as foreign government officers, on such varied matters of public policy as health care, state and local financing, criminal justice, the economic status of women, metropolitan and New England regionalism, and local government administration. The Institute also administers the University's Master of Science Program in Public Affairs, provides faculty support for the PhD Program in Public Policy, and publishes the *New England Journal of Public Policy*, whose contributors include practitioners, policy analysts, and academics throughout the region.

The University's Center for Survey Research plays a major role in the study of regional policy issues. In recent years, this Center's reports on race relations in Boston, drunk driving laws, and toxic waste disposal have informed public debate in Massachusetts and other states.

The Graduate College of Education

The Institute for Learning and Teaching at the Graduate College of Education (GCE) works with UMass Boston faculty and with public school teachers, administrators, and parents to improve the quality of elementary, secondary, and post-secondary education in the greater Boston area. The College's Massachusetts Field Center for Teaching and Learning is another valuable resource for the Commonwealth's education community. The Center develops activities that involve teachers in school improvement programs at the state and local level, and provides opportunities for professional development. Also within the College is the New England Resource Center for Higher Education (NERCHE), which focuses on critical policy issues in both public and private sector higher education. Through its research projects, conferences, and ongoing seminars, NERCHE provides technical consultation and professional development activities. The Institute for Community Inclusion (ICI) works closely with GCE to develop resources and support for people with disabilities and their families, fostering interdependence, productivity, and inclusion in school and community settings.

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Corporate, Continuing, and Distance Education

Other members of the metropolitan Boston community are served by a wide range of non-credit courses offered by the Division of Corporate, Continuing, and Distance Education (CCDE) in such areas as adolescent counseling, alcoholism treatment services, information technology, and others.

The University and the Harbor

A number of University programs focus on nearby Boston Harbor, which is both a community concern and a community resource. The Urban Harbors Institute is a public policy and scientific research institute that conducts multidisciplinary research on urban harbor issues ranging from water quality and coastal resource protection to harbor management and port planning. The Institute provides technical assistance and consultation on policy formulation to government, private industry, and community groups whose findings influence public policy locally and abroad. The Environmental, Coastal, and Ocean Sciences PhD Program has taken a leading role in working with both government and private industry toward the improvement of water quality in Boston Harbor. Harbor Explorations is a collaborative project involving the Institute for Learning and Teaching. ILT staff work with Boston area K-12 teachers and their students in a program that includes workshops, a summer institute, curriculum development, and short ocean trips on the Enviro-Lab III, a 50-foot oceanographic research vessel.

UMass Boston in the Community

A number of centers and institutes carry on activities that help connect the University with the wider community of metropolitan Boston and the Commonwealth. The William Joiner Center for the Study of War and Social Consequences carries on a number of activities involving veterans, refugees, and others with particular concerns about the consequences of war. Among these activities is the annual Writers' Workshop, a two-week-long series of readings, seminars, panel discussions, and special events that includes individual consultations with a large number of distinguished writers from UMass Boston and elsewhere.

The William Monroe Trotter Institute for the Study of Black Culture sponsors lectures, research, and public policy forums. Among the Institute's published research projects is a six-volume series, The Assessment of the Status of African Americans. Other activities have included fellowships for visiting scholars.

The Mauricio Gaston Institute for Latino Community Development and Public Policy undertakes policy analysis and research. The Institute informs policy-makers about issues of concern to the growing Latino community in Massachusetts, and fosters the community's participation in public policy development.

The Institute for Asian American Studies is a center for research and policy analysis on the status and needs of Asian Americans in Massachusetts. The Institute also sponsors fellowships and offers a range of educational activities for policy-makers, educators, community organizations, service providers, foundations, the media, and the public.

The Gerontology Institute conducts conferences, research studies, and education programs addressing the concerns of the aging. The Institute, together with the Gerontology Center at the College of Public and Community Service (CPCS), is also an important resource for the University's pioneer PhD program in gerontology, only the second such program in the country.

The Center for Social Development and Education is dedicated to enhancing the quality of education of children and adolescents, particularly those at risk for failure due to environmental, behavioral, or genetic factors. Their new graduate certificate program aims to help teachers meet the expectations of educational reform in the Commonwealth.

Cultural Outreach

UMass Boston is also growing as a cultural center, not only for its students, but also for its surrounding neighborhood and beyond. Lectures, concerts, theatrical presentations, and special festivals regularly bring residents of greater Boston to the University, and UMass Boston students, staff, and faculty members are deeply engaged—as writers, painters, sculptors, actors, dancers, and musicians—in the artistic life of the city.

The University's nationally recognized public radio network, with broadcasting facilities in both the Boston (WUMB FM) and Worcester (WBPR FM) areas, as well as in Falmouth (WFPB FM), Newburyport (WNEF FM) and Orleans (WFPB AM) on Cape Cod, provides folk-based public radio programming for most of eastern Massachusetts from its professional studios at UMass Boston. The station also takes a lead role in organizing and presenting various public musical events and services both on and off campus, notably its Summer Acoustic Music Week, and the annual Boston Folk Festival.

The University's "Arts On The Point" project has brought various three-dimensional pieces of differing styles and sizes to the UMass Boston campus where they are on public display, enhancing the visual ambience of campus grounds and building interiors. The project is spearheaded by UMass Boston Professor Paul Tucker, internationally known for bringing together widely-acclaimed and popular exhibits and tours of works by Claude Monet.

The University of Massachusetts Boston is committed to the ideals of public higher education. Through an excellent faculty, innovative programs, and fine facilities, UMass Boston offers its community a multitude of educational opportunities of high quality at moderate cost, and brings the benefits of a major public university to the people of metropolitan Boston and the Commonwealth.

General Education

The University has adopted the set of principles set forth here as the foundation on which its general education program for undergraduates has been built.

Besides providing training to pursue a satisfying career, the undergraduate curriculum at UMass Boston seeks to develop the ability of students to undertake a lifetime of intellectual inquiry and continued learning. To this end, the curriculum emphasizes both depth and breadth of learning. Depth is achieved by completing a major in a particular discipline. Breadth of learning is the aim of general education requirements. To meet—with enthusiasm—the challenges of a complex and changing world, students must develop habits of critical analysis and logical thought, master verbal and quantitative reasoning, understand human diversity, and learn about the principal approaches to knowledge.

Critical Analysis and Logical Thought

The habits of critical analysis and logical thought that are important to all forms of intellectual activity come from frequent consideration of complex problems. These habits can be learned in a wide variety of contexts, ranging from analysis of history to computer programming. Analytical thinking begins with raising and clearly defining

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issues so as to form answerable questions or testable hypotheses, proceeds through the gathering and evaluation of appropriate evidence, and culminates in the formation of some reasoned conclusion or judgment. Critical analysis must include consideration of alternative or opposing viewpoints. In addition, critical evaluation requires an awareness of the problems of the reliability and relevance of information, and the possible biases of researchers and their sources. An analytical intelligence is also self-critical—always ready to reconsider a hypothesis or revise a conclusion on the basis of new evidence.

Verbal and Quantitative Reasoning

Verbal and quantitative reasoning, at the collegiate level, provides the foundation for intellectual inquiry. Symbols (words, phrases, numbers, graphs) are the vehicles of thought—-they enable us to communicate our thoughts, and they also give us the ability to abstract and manipulate simple ideas to form the complex associations and logical sequences that are crucial to analytical thinking. This is why the powers of critical analysis and logical thinking are so closely related to the powers of expression. Many complex ideas cannot be fully formed, tested, or appreciated until they have been given symbolic expression in speech or writing. Reading and listening skills are required to assimilate the many concepts given formal expression in intellectual discourse. The structural principles and procedural rules for symbolic argument, as used in verbal and quantitative reasoning, must be mastered by the educated person.

Human Diversity

Patterns of thought and behavior are derived from human interaction with the natural environment, exchanges among cultures, interaction between social groups and the legacies of social history. In a world growing smaller because of rapid advances in communications, increases in mobility, and changes in life styles and work environments, contact among people of different backgrounds becomes more frequent. The perspective gained from studying human diversity helps us to value the variety of individual and cultural traits we encounter. Learning how different patterns of thought and behavior develop helps us understand the richness and complexity of diversity in our society.

Principal Approaches to Knowledge

Exposure to the principal different pathways to knowledge gives a broad appreciation for the unique perspectives offered by each, and for the relationships between them. Groups of disciplines (for example, the natural sciences) share common approaches to knowledge, with similar intellectual perspectives and similar methods. Intellectual consideration of a particular issue will often require the perspective and methods of a particular pathway to knowledge, as well as critical thinking and the application of verbal or quantitative reasoning. Understanding the different methodological approaches used in each area opens up a wide array of issues for intellectual analysis and discourse.

Objectives

These four major goals of general education give rise to a set of eight objectives, encompassing critical analysis and logical thought, verbal and quantitative reasoning, human diversity, and four principal approaches to knowledge—-natural sciences, social and behavioral sciences, arts and humanities, and world languages and cultures. The new general education program, comprising one-third of a student's total curriculum, is designed to meet these objectives.

Objective 1: Students will learn about the procedures of critical analysis and logical thought, with emphasis on disciplined inquiry, including the development of appropriate questions, the evaluation of evidence, and the formation of a reasoned conclusion or judgment.

Objective 2: Students will demonstrate the ability to read and listen critically, and to speak and write effectively.

Objective 3: Students will demonstrate the ability to reason quantitatively and use formal systems to solve problems of quantitative relationships involving numbers, formal symbols, patterns, data, and graphs.

Objective 4: Students will learn about human diversity, including how different patterns of behavior and thought evolve and how development of cultures is influenced by interactions among different social groups.

Objective 5 (Natural Sciences): Students will learn how the laws of the physical and biological world are derived through observation, theory, and experiment. In this age of expanding scientific knowledge and powerful technologies, an educated person should understand the importance of falsifiable hypotheses, the nature of scientific "truth," and the impact of science on society.

Objective 6 (Social and Behavioral Sciences): Students will learn about the nature and development of human behavior and institutions through time, in order to become aware of the complex and ambiguous nature of changing human experience.

Objective 7 (Arts and Humanities): Students will develop an informed appreciation of the arts and humanities, which encompass philosophy, literature, the fine arts, and the performing arts. Students will learn how people have come to understand and express artistic, aesthetic, moral, spiritual, and philosophical dimensions of the human condition.

Objective 8 (World Languages and Cultures): Students will learn how language and culture impose their own structurings of knowledge. This may be achieved through intensive study of unfamiliar cultures, or by the study of a foreign language or foreign literature in translation.

MISSION STATEMENT

UMass Boston's commitment to public higher education and its aspirations for future progress are reflected officially in the University's Mission Statement. The University of Massachusetts Boston, one of five campuses of the University of Massachusetts, is nationally recognized as a model of excellence for urban universities. A comprehensive, doctoral granting campus, we provide challenging teaching, distinguished research and extensive services which particularly respond to the academic and economic needs of the state's urban areas and their diverse populations.

The mission and goals of the campus derive from and reflect the six components of the Vision Statement of the University system as expressed in the Trustees' document T91-107:

1. Access: The University of Massachusetts Boston offers liberal arts and professional programs on the graduate and undergraduate levels, with doctoral programs addressing issues of particular importance to urban environments and people. Our curricula, the way we teach, and our financial and academic support services address the needs both of traditional and non-traditional students, who come to the University from varied social, cultural, and ethnic backgrounds, who may have a variety of previous educational experiences, and who characteristically combine University education with work and family responsibilities.
2. Excellence: The University of Massachusetts Boston addresses the intellectual and professional needs of individual students through class and other educational experiences that encourage dialogue with faculty who are active scholars, performers, and/or practitioners. Our programs reflect contemporary thinking about the disciplines and professions, while honoring the disciplines' and professions' historical contexts. Students benefit from rigorous, specially tailored approaches to fostering gains in abilities and understanding. We seek to distinguish ourselves in four areas of inquiry: the physical environment; critical social and public policy issues; leadership in health, education, and human services; and high technology manpower needs.
3. Public Service: Extending the land grant tradition, the University of Massachusetts Boston forges linkages between research and service, and is forming partnerships with communities, the private sector, government, other colleges and universities, and other sectors of public education. These linkages bring the intellectual, technical, and human resources of the University community to bear on the economic and social needs of metropolitan regions—for example, through public policy analysis and applied problem solving in areas such as environmental quality, city planning, tax policy, the schools, and economic development especially in ethnic and minority communities.
4. Innovation: The University of Massachusetts Boston pursues research and offers programs serving current and emerging needs of urban populations, institutions, and environments, for example, in gerontology, public policy, and environmental sciences. Programs incorporate new knowledge developed through research, new methods yielded by emerging technologies, and insights and opportunities afforded by interdisciplinary, cross-disciplinary and other collaborative enterprises.
5. Economic Development: The University of Massachusetts Boston works cooperatively with metropolitan businesses, major public and private sector employers, representatives of state and local governments, neighborhoods and communities to develop programs to link Massachusetts with economic communities around the world. We offer professional education in areas critical to regional employers, assist state executives in policy analysis and development, and work to strengthen all businesses and local governments through the application of knowledge and expertise and by providing an effectively educated workforce. We conduct research on critical economic issues, e.g., the environment, especially but not solely harbor and coastal aspects thereof; social, public, and fiscal policy. And we offer programs to enhance Massachusetts' participation in the global economic community.
6. Quality of Life: The University of Massachusetts Boston sponsors and supports cultural diversity by helping ethnic and international communities to articulate and celebrate their cultural values and identities, and by recognizing the contributions and achievements of members of these communities. We educate artists, performing artists, writers, archivists, teachers, environmentalists and others whose lifelong contributions will enrich the culture and environment of the urban populace. By the nature of our enterprise and through our normal activity, we contribute to the rich and diverse cultural life of a major American city.

Academic Calendar, 2003-2005

Fall Semester, 2003

Labor Day (Holiday)	September 1	(Mon)
Classes Begin	September 2	(Tue)
Add/Drop Ends	September 9	(Tue)
Columbus Day (Holiday)	October 13	(Mon)
Mid-Semester	October 20	(Mon)
Pass/Fail Deadline	November 2	(Sun)
Course Withdrawal Deadline	November 2	(Sun)
Veterans Day (Holiday)	November 11	(Tue)
Thanksgiving Recess	November 27-30	(Thu-Sun)
Classes Resume	December 1	(Mon)
Registration for Spring 2004 Begins	December 1	(Mon)
Classes End	December 12	(Fri)
Study Period	December 13-14	(Sat-Sun)
Final Exam Period	December 15-19	(Mon-Fri)
Emergency Snow Day	December 20	(Sat)

Fall Semester, 2004

Labor Day (Holiday)	September 6	(Mon)
Classes Begin	September 7	(Tue)
Add/Drop Ends	September 14	(Tue)
Columbus Day (Holiday)	October 11	(Mon)
Mid-Semester	October 25	(Mon)
Pass/Fail Deadline	November 7	(Sun)
Course Withdrawal Deadline	November 7	(Sun)
Veterans Day (Holiday)	November 11	(Thu)
Thanksgiving Recess	November 25-28	(Thu-Sun)
Classes Resume	November 29	(Mon)
Registration for Spring 2005 Begins	November 29	(Mon)
Classes End	December 15	(Wed)
Study Period	December 16	(Thu)
Final Exam Period	December 17-23	(Fri-Thu)
Emergency Snow Day	December 24	(Fri)

Spring Semester, 2005

Classes Begin	January 24	(Mon)
Add/Drop Ends	January 31	(Mon)
Presidents Day (Holiday)	February 21	(Mon)
Spring Vacation	March 12-20	(Sat-Sun)
Classes Resume	March 21	(Mon)
Mid-Semester	March 21	(Mon)
Pass/Fail Deadline	March 27	(Sun)
Course Withdrawal Deadline	March 27	(Sun)
Patriots Day (Holiday)	April 18	(Mon)
Registration for Fall 2005 Begins	April 25	(Mon)
Classes End	May 11	(Wed)
Study Period	May 12-15	(Thu-Sun)
Final Exam Period	May 16-20	(Mon-Fri)
Commencement	June 3	(Fri)

Spring Semester, 2004

Classes Begin	January 26	(Mon)
Add/Drop Ends	February 2	(Mon)
Presidents Day (Holiday)	February 16	(Mon)
Spring Vacation	March 13-21	(Sat-Sun)
Classes Resume	March 22	(Mon)
Mid-Semester	March 22	(Mon)
Pass/Fail Deadline	April 4	(Sun)
Course Withdrawal Deadline	April 4	(Sun)
Patriots Day (Holiday)	April 19	(Mon)
Registration for Fall 2004 Begins	April 26	(Mon)
Classes End	May 12	(Wed)
Study Period	May 13-16	(Thu-Sun)
Final Exam Period	May 17-21	(Mon-Fri)
Commencement	June 4	(Fri)

Wintersession, 2004*

Classes Begin	January 5	(Mon)
Martin Luther King Day (Holiday)	January 19	(Mon)
Classes End	January 23	(Fri)
Emergency Snow Day	January 24	(Sat)

(*classes run Monday-Friday except for holidays)

Summer Session, 2004*

Summer Session #1	June 1–July 15	
Bunker Hill (Holiday)	June 17	(Thu)
Independence Day (Observed)	July 5	(Mon)
Summer Session #2	July 19–August 26	

(*classes run Monday-Friday except for holidays)

Please contact the Division of Corporate, Continuing, and Distance Education for 2005 Winter and Summer Session calendars.

Fall Semester, 2005

Labor Day (Holiday)	September 5	(Mon)
Classes Begin	September 6	(Tue)
Add/Drop Ends	September 13	(Tue)
Columbus Day (Holiday)	October 10	(Mon)
Mid-Semester	October 24	(Mon)
Pass/Fail Deadline	November 6	(Sun)
Course Withdrawal Deadline	November 6	(Sun)
Veterans Day (Holiday)	November 11	(Fri)
Thanksgiving Recess	November 24-27	(Thu-Sun)
Classes Resume	November 28	(Mon)
Registration for Spring 2006 Begins	November 28	(Mon)
Classes End	December 14	(Wed)
Study Period	December 15	(Thu)
Final Exam Period	December 16-22	(Fri-Thu)
Emergency Snow Day	December 23	(Fri)

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Admission

ADMISSION

The University of Massachusetts Boston accepts students as freshmen, as transfer students, and as graduate students. All applicants will be considered based on established admission requirements. Most undergraduates enter the University directly from high schools or transfer from colleges or other universities; and most submit such evidence as transcripts and test scores in support of their applications. Others apply after having attained the GED. We also review personal statements and other evidence of motivation and ability. We welcome applications from those who have been out of school for several years.

The University offers undergraduate degree programs through the College of Liberal Arts, the College of Science and Mathematics, the College of Management, the College of Nursing and Health Sciences, and the College of Public and Community Service. Interested students should consult the appropriate sections of this publication for particular information about these colleges. Information about graduate programs may be found in the University's Graduate Studies Bulletin.

The University complies with the admissions standards outlined in the Board of Higher Education Admissions Standards policy. This policy stipulates that state universities and colleges, when evaluating a candidate for admission as a freshman, must consider the use of a weighted GPA/SAT calculation, and the distribution of academic unit requirements. (See following section.)

An application form, together with instructions for applying, can be found at the back of this publication. Students will be reviewed for admission as soon as the application is complete and decisions will be released on a space available basis. Applications for each academic program are normally considered as long as space is available in that program for the upcoming semester. Because space is limited, we encourage you to apply as early as you can. To confirm availability in a program, please call 617.287.6100.

Applications for admission and other information on University programs and services may be obtained from the Enrollment Information Service either by calling 617.287.6000, or writing us at University of Massachusetts Boston, 100 Morrissey Blvd., Boston, Massachusetts 02125-3393. Prospective applicants are encouraged to visit the University, attend a general information session, meet with an admissions counselor and, if they wish, tour the campus.

Visits to the campus should be arranged through the Undergraduate Admissions Office, which can be reached by telephone at 617.287.6100.

Undergraduate Applicants

Traditional freshman applicants have usually taken the standard college preparatory program in high school: four years of English, three years of college preparatory mathematics, two years of social science (one being US history), two years of a single foreign language, and three science courses (two involving laboratory work), plus two electives in the above academic areas or in computer science, humanities, or the arts. High school students should have taken the Scholastic Aptitude Test (SAT) or the American College Test (ACT) in their junior year or as early as possible in their senior year.

Non-traditional freshman applicants are applicants who have been out of high school for more than three years; they need not submit SAT scores. They must, however, submit an official high school transcript or GED score report along with such supporting documents as a current resumé and letters of recommendation.

Transfer applicants are applicants who have attended other post-secondary institutions, regardless of the number of credits earned. All previous academic records are relevant to the admissions process. Transfer applicants should have official copies of transcripts for all courses completed at other colleges and universities sent directly from the registrars' offices at these institutions to the UMass Boston Admissions Office.

Students currently enrolled in the Joint Admissions Program: UMass Boston participates in the Joint Admissions Program that includes the 15 Massachusetts state community colleges, Dean College, and Quincy College. This program enables students at these institutions to be conditionally accepted to the University of Massachusetts Boston. To fulfill the conditions of the agreement, students must earn the associate's degree in a designated degree program with a minimum 2.5 cumulative grade point average based on a 4.0 scale.

For additional information, please contact any Massachusetts state community college, Dean College, or Quincy College.

Tuition Advantage Program: The University's Tuition Advantage Program is open to Joint Admission Program participants, at the 15 Massachusetts state community colleges only, who complete the associate's degree with a 3.0 GPA or higher. These students may receive a waiver for one-third of the amount of UMass Boston in-state tuition for a total of four semesters by maintaining a GPA of 3.0 or higher.

For all applicants, a completed admissions application form, including the required essay, with all supporting credentials must be on file with the Admissions Office before a final decision can be made. Please note the following:

- Applicants must complete, sign, and date the admissions application form, certifying that the information provided is complete and accurate.
- Applicants with permanent alien residence status must attach a photocopy of their alien resident card (front and back) to the application form.
- Official transcripts must be forwarded to the Admissions Office by high school guidance offices or the registrars of all college-level institutions attended. A final official transcript must also be sent on completion of any courses currently in progress.
- If you have been out of high school for more than three years, submission of SAT or ACT scores will not be required. You may instead be asked to submit additional information about yourself. If your native language is not English, you may be asked to demonstrate proficiency in English.

Admission

- A non-refundable application fee ($40 for Massachusetts residents; $60 for non-residents) must accompany the application form.

International applicants whose native language is not English should refer to the section below that applies to their admissions test requirements.

In accordance with provisions of the General Laws of Massachusetts, University policy permits residents of Massachusetts who have been diagnosed as developmentally disabled (including those with specific language disabilities, such as dyslexia, but not including those whose sole disability is blindness) to request a waiver of the requirement to submit SAT or ACT scores. To qualify for a waiver, an applicant must submit documentation validating his or her disability. The University may require an alternative mode of assessment in lieu of the standardized test score. For further information, contact the Admissions Office.

It is, in all cases, the applicant's responsibility to make arrangements to take the appropriate test and to have the results forwarded to the Admissions Office. Information on test requirements and schedules for test taking may be obtained from high school counseling offices or the Educational Testing Service, Princeton, NJ. The University's College Entrance Examination Board number is 3924.

Applicants for freshman status are advised to submit complete credentials as soon as possible after the first marking period of their senior year.

International applicants—who are neither citizens nor permanent residents of the United States—must meet certain special requirements.

- If official transcripts and other academic records are not in English, they must be sent to the Admissions Office together with an English translation validated by an official public translator.
- A completed application form, together with the non-refundable application fee of $60 (in US currency) should be received at least four months before the date on which the student wishes to begin school to allow for sufficient time to process the application.

International applicants whose native language is not English need not submit SAT or ACT scores. They must, however, establish proficiency in English. An applicant may do this in one of two ways:

- by achieving a minimum score of 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (TOEFL); or
- by presenting an APIEL (Advanced Placement International English Language) grade of 4 or higher.

For information about the TOEFL, write to

TOEFL Program, Box 899 Princeton, New Jersey 08540 USA.

For information about the APIEL, a service of the College Board, visit the College Board's website at www.collegeboard.org/ap/international-english-language.

Note: International applicants whose native language is English must submit SAT or ACT scores.

The Certification of Finances form must be completed; it is available on the University's website. The Admissions Office will send the form to applicants who do not already have one as soon as their applications are received. The form must be completed accurately, and must show that the total funds available to the student to cover his or her full period of study are at least equal to the total estimates of institutional costs and living expenses. Note: Each international student must pay the non-resident tuition rate for his or her full period of study.

A Certificate of Eligibility (form I-20AB), based on procedures of the Immigration and Naturalization Service for checking the student's financial resources, is issued by the University to the student after the student has been officially admitted to the University, and all financial documents have been received.

Matriculated, Non-Degree, and Certificate Students

Undergraduates at UMass Boston are classified as matriculated (degree-seeking), non-degree (non-matriculated), or certificate students.

Matriculated students must first submit applications for admission to the Admissions Office and be admitted before being classified as degree seeking. A matriculated student may switch between full-time status (twelve credits or more per semester) and part-time status (fewer than twelve) without difficulty. Matriculated students may attend classes either during the day or in the evening.

Matriculated students may not switch to non-degree status until they have graduated.

Non-degree (non-matriculated) students enroll in courses on a space-available basis without being admitted to the University. Such registration for individual courses does not in any way imply future admission to the University as a matriculated student. Non-degree students who wish to become matriculated students should go through the application process described above; if they are admitted to the University, they may count up to 16 credits earned as a non-degree student toward a degree, subject to the approval of the appropriate academic dean. They must also seek such approval if they wish to count more than 16 credits earned as a non-degree student toward graduation.

Admission

Non-degree students register for courses through the Registrar's Office; they are not eligible for financial assistance. They may take all courses in which space is available and for which they meet the prerequisites, and they may carry full- or part-time course loads. Non-degree students are also subject to different retention standards than those applicable to matriculated students. For more information, see the "Standards, Regulations, and Procedures" section of this publication.

Certificate students take a particular sequence of courses, usually over one or two years, in order to earn a certificate in a certain area of study. Applications for admission to any program of study and/or certificate program in the College of Liberal Arts and the College of Science and Mathematics are available at the Registrar's Office. Applications for admission to any special career certificate program in the College of Public and Community Service are available at the academic center sponsoring that program, or at the Registrar's Office. All applications should be submitted to the appropriate program director.

Certificate students may enroll on either a part- or a full-time basis. In general, the standards, regulations, and procedures applying to matriculated students also apply to certificate students, and certificate students are eligible to apply for some financial aid programs. For more information, see the "Standards, Regulations, and Procedures" section of this publication, or the sections on individual colleges. An international student on a student visa is not permitted to register as a non-degree student or as a certificate student. Immigration regulations prohibit such status.

Applying for a Second Undergraduate Degree

Persons holding an undergraduate degree from another institution who wish to earn a second undergraduate degree from UMass Boston must submit an application for undergraduate admission. A minimum of thirty credits toward this second degree must be earned at UMass Boston.

Persons holding a UMass Boston undergraduate degree who wish to earn a second undergraduate degree from UMass Boston must submit an application for a second degree, obtainable from the Registrar's Office.

New England Regional Student Program

UMass Boston participates in the New England Board of Higher Education's Regional Student Program (RSP), which enables New England residents to enroll at reduced tuition rates in out-of-state public colleges and universities in the New England region. These reduced rates apply to degree programs that are not available in the student's own state public institutions. For further information, contact UMass Boston's Undergraduate Admissions Office, or the New England Board of Higher Education (NEBHE) at 45 Temple Place, Boston MA 02111. The NEBHE website is www.NEBHE.org.

Summer Sessions

UMass Boston students may earn credit toward their degrees by taking courses offered by the University during the summer. The variety is wide, and course offerings are chosen with the needs of students in mind. For further information, see the "Extending Opportunities" section of this publication or contact the Division of Corporate, Continuing, and Distance Education at 617.287.7900.

Tuition, Fees, and Payments

TUITION AND FEES, 2003

Important Reminders

Your registration is not final until your bill is paid in full. For a small fee, deferred payment arrangements can be made with an outside tuition management agency. Such arrangements, however, must be made before the semester begins. Information about this option is available at the Bursar's Office at 617.287.5350. No other deferred payment plans are available.

Adjustments in tuition and/or fees stated or estimated in this document may be necessary, based on the financial requirements of the University, changing costs, state and legislative action, or other circumstances. The University also reserves the right to make such adjustments as may from time to time be required by the Massachusetts Board of Higher Education or the University Board of Trustees. Students acknowledge this reservation by submitting an application for admission or by registering for classes.

Tuition, application, and the Education Operations Fee are charged at different rates for residents and non-residents of Massachusetts. Prospective students should be sure to refer to the information under "Residency Status" at the end of this section.

Undergraduate Tuition and Non-State Course Fee per Semester	**per credit**	**12 or more credits (max.)***
• Residents	$71.50	$857.00
• Non-residents	$406.50	$4,879.00
Total Combined Mandatory Fees per Semester**	**per credit**	**12 or more credits (max.)***
	$21.00	$252.00
Education Operations Fee**	**per credit**	**12 or more credits**
• Residents	$167.00	$2,002.00
• Non-residents	$276.00	$3,310.00
Combined Mandatory Fees per Semester (Individual Breakdown)**		$252.00
Student Activities Fee**		$30.00
Health Services Fee**		$83.50
Athletics Fee**		$88.50
Technology Fee**		$50.00
Optional Fees per Semester for Degree-seeking Students***		
Mass PIRG		$6.00
Mass Media Fee		$10.00
Mandatory One-time Fees Charged to All Degree-seeking Students***		
New Student Fees (one-time charge for each new program)		
Total Combined New Student Fees		$345.00
Breakdown of New Student Fees:		
• Pre-Registration/Orientation Fee		$100.00
• Recreation Fee		$145.00
• Registrar's Service Fee		$100.00
Yearbook Fee		$45.00
Commencement Fee		$150.00
Identification Card Fee (paid once each year)***		$5.00
International Fee per Semester (for International Students Only)***		$50.00
Mandatory Health Insurance for All Degree-seeking Students		
Student Health Insurance Plan (Please see note for more information)		$842.00 for academic year $522.00 for Spring '04

*Please note: Some UMass Boston courses are offered both through the University's Colleges and through the Division of Corporate, Continuing, and Distance Education (CCDE), a self-supporting component of the university. All courses registered through the Division of Continuing Education Program (CCDE) are separate, and additional charges to the student will apply.

**Please note: These fees vary with the number of credits taken.

***Please note: These fees do not vary with the number of credits taken.

Note for Certificate Students: Tuition, fees, and billing procedures for certificate students are the same as for matriculated students, unless otherwise noted.

Note for Non-degree Students: Non-degree students pay as they register. They are not billed for the optional Mass PIRG fee, but may elect to pay this fee at the time of registration. Non-degree students are not charged the one-time Pre-Registration/Orientation, Commencement, and Recreation Fees, but are charged a Registration Fee of $50.00 and Registrar's Service Fee of $10.00 each semester.

Note on Health Insurance: Under the provisions of the Massachusetts Universal Health Insurance Statute, students taking at least nine credits who choose not to be covered by the university's medical insurance plan must show that they already have equivalent coverage. This regulation applies to both matriculated and non-degree students. Students are charged the fee for the Health Insurance Plan once a year. Information on pro-rated refunds for students withdrawing from the University, or not registering for the spring semester, is available from the University Health Services. For complete information, see the Health Services entry in the "Student Life and Services" section of this publication.

A reduced fee is available for spring semester and summer enrollment. For the most up-to-date information, please visit the University's student services website at www.umb.edu/student.

Non-State-Supported Course Fee

While preserving the high quality of the University's academic offerings, some previously state-supported courses are now being funded by other means.

The total costs for these courses are equivalent to the tuition-plus-fee charges for resident students in state-funded courses. The only difference to the student is that these costs appear on the student's bill as a separate charge designated "Non-State Supported Course Fee." Students are charged for a maximum of twelve credits, regardless of course funding source.

Tuition and Fees, 2003

Initial Expenses

Application Fee

Each application for admission to the University from a student seeking a degree must be accompanied by a non-refundable application fee payment of $40.00 for "qualified" Massachusetts residents; $60.00 for non-residents. Checks should be made payable to The University of Massachusetts Boston, and sent to the Admissions Office along with completed application forms.

Tuition and Fees, Initial Semester

Tuition and fees (as of Fall, 2003) for undergraduate matriculated and certificate students newly admitted to the University and registered for 12 or more credits total $4,303.00* for residents of Massachusetts, $9,633.00* for non-residents, and $9,683.00 for international students with visas. These totals include fees (except lab fees) that are mandatory for first-semester matriculated students, as well as the Student Health Insurance Plan.

*Students who demonstrate proof of coverage may deduct the cost of medical insurance (see below).

Explanation of Charges

The Massachusetts Board of Higher Education and the University Board of Trustees determine all charges.

Tuition (in-state rate)

As a state institution, the University of Massachusetts Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined according to a policy established by the Board of Trustees and detailed under "Residency Status" at the end of this section.

Combined Mandatory Fees per Semester

The *Student Activities Fee* is used to support programs and activities beneficial to students, including recognized student organizations and the activities of the University Cultural Events Committee. The *Health Service Fee* supports University Health Services and its programs. The *Athletics Fee* supports the University Athletics Program. Due to serious budget reductions, the Board of Trustees has mandated the *Education Operations Fee* to help the University maintain the quality of its educational programs currently in place. The *Technology Fee* supports additional student technology requirements beyond the level of support currently maintained by the campus. The *International Fee* is charged each semester to international students who hold visas.

Mandatory One-Time Fees Charged Only to Degree-Seeking Students

Combined New Student Fees: The *Pre-Registration/Orientation Fee* supports the orientation activities that help new students become acclimated to the University. The *Recreation Fee* is used in support of the University's athletic facilities and recreational programs. Everyone is charged these two fees in the first semester. The *Registrar's Service Fee* is a prepayment for the copying of transcripts or any other official record. All such records will be photocopied and sent to the student as requested, or forwarded to a third party, at no further charge. This is a "lifetime" fee, entitling students to these services while they are enrolled at UMass Boston or at any time after graduation.

The University's annual commencement exercises and events are intended to be self-supporting: each student is therefore assessed a *Commencement Fee* in the year of his or her graduation. This fee is mandatory and must be paid whether or not the student attends the ceremony. Each student about to graduate is also assessed a *Yearbook Fee* in the fall semester, which helps pay for the annual yearbook. Other students can also receive the yearbook if they choose to pay this fee.

Identification Card Fee

The *Identification Card Fee* is used to support the cost of making identification cards (with photographs); all continuing students are charged this fee each fall, and all new or re-entering students are charged the fee before the first semester of attendance.

Optional Fees

Charges for optional fees appear on the bills of matriculated students. If you choose not to pay optional fee charges, you must notify the University before payment is due. The *MassPIRG Fee* supports the Massachusetts Public Interest Research Group, a student-interest advocacy group. The *Mass Media Fee* provides sustained funding for the operating costs of UMass Boston's student newspaper.

Health Insurance

The Student Health Insurance Plan provides coverage for health, medical, and surgical care during a twelve-month period, including injuries or illness sustained during the school year, holidays, and summer vacation. Students who register for the fall semester have only one opportunity to enter or reject this program each year. However, the plan is offered to *new* spring registrants, as well, and the charges appear on the spring semester bills. Non-degree students who wish coverage through the program must pay the fee before the end of the add/drop period. Dependents of married students are not covered under this plan, though coverage for dependents is available at additional cost. Students interested in this coverage should inquire at University Health Services.

Tuition Surcharge for Credit Hours in Excess of Degree Requirements

Under the tuition surcharge policy mandated by the Massachusetts Board of Higher Education, students who earn more than 118% of the required credits needed for graduation will be required to pay for any additional credits at the out-of-state rate. At UMass Boston this surcharge will be assessed to students registering for courses that will bring them above 141 graduation credits. There are three exceptions to this policy:

- Students who transferred to UMass Boston are exempt.
- Transfer credits completed after enrolling at UMass Boston are excluded from the total number of credits earned.
- Credits earned for programs requiring more than 120 credits are excluded.

For further information, contact the Registrar's Office at 617.287.6200.

PAYMENT INFORMATION

The Bursar's Office

Location: second floor of Administration Building. Telephone: 617.287.5350. Teller hours: weekdays, 9:00 am to 4:30 pm.

The Bursar's Office handles payments of tuition and fees, and distributes refunds or University financial aid checks. (Check distribution begins about five weeks after the start of each semester. Checks must be picked up in person at the Bursar's Office. You must present a valid UMass Boston student ID when you pick up your check.)

Payment Method

Payments may be made by check, money order, or using Discover, MasterCard or Visa. We recommend making payments by mail to avoid long lines on billing due dates.

Payment Policy

The University will not recognize your registration as final until all semester charges have been paid in full. Charges are computed based on the number and type of courses for which you are registered. Initial bills are sent in July (for fall) or December (for spring) to all pre-registered students.

Late registrants are billed after the registration period. Non-degree students must pay in full at the time of registration. Follow-up billings will be made periodically, reflecting any additional charges, payments, or credits that have occurred within the semester period. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. Deferred or time payment plans, excepting arrangements made with an external tuition management agency as noted above, are not available.

University regulations prohibit final registration, graduation, or granting of credit for any student whose account with the University is unpaid. If your account becomes delinquent, an administrative hold is placed on your records. Your bill must be paid in full prior to any readmission or reinstatement to the University. Unpaid accounts will be referred for collection action, to include collection costs of 25% added to the outstanding bill. All outstanding accounts must be placed with the State Comptroller for collection through the Massachusetts Intercept Program.

Financial Aid and Third Party Awards and Payments

The University of Massachusetts Boston cannot accept any form of financial assistance not administered directly through the University. It is the responsibility of all students receiving financial assistance to assure that the University is adequately notified before bills are prepared. For all third party awards/payments, proper written authorization from the source must be submitted by the due date on the bill.

Late Payment Fee

Any student who does not make full payment of his or her charges by the due date specified on the bill in which the charges are initially listed will be required to pay a late payment fee of $50.00. *Please note:* This charge is cumulative. An additional $50.00 will be assessed on each subsequent bill until payment is received.

Late Registration Fee

The registration period for any given semester is usually scheduled to take place near the end of the preceding semester. Continuing matriculated students and certificate students should register during this period; those who do not will be charged a late registration fee of $50.00. For new, readmitted, or non-degree students, the deadline for registering before being charged the $50.00 late registration fee is the last day of the registration period scheduled at the beginning of the semester during which they wish to take courses. Overdue accounts are charged a $50.00 late registration fee for the administrative hold placed on student records.

Tuition and Fee Refunds

A student who voluntarily withdraws from the University for any reason before the sixth week of a semester will be granted a refund or reduction of tuition and some fees according to the schedule below. Note: Failure to attend does not constitute withdrawal. To withdraw, a student must bring a completed withdrawal form to the Registrar's Office. Matriculated students in the College of Liberal Arts, the College of Science and Mathematics, and the College of Management should obtain these forms from the University Advising Center. CNHS students should go to the College's undergraduate program director; students at CPCS should go to the CPCS Office of Academic Affairs. Non-degree students should obtain withdrawal forms from the Registrar's Office.

After the registration period, no refunds will be given for course load reductions. Students withdrawing completely from the University before the sixth week of a semester, and receiving grades of "W" for all courses, will receive refunds. No refunds will be disbursed in other cases where grades of "W" are given. No refunds will be given in cases where academic credit is awarded, or in cases where grades of "NA" are given.

If a financial aid recipient withdraws from the University, his or her refund will first be applied to the reimbursement of scholarship or loan funds (up to the full amount of the scholarship or loan); any remaining amount will then be refunded to the student or parent. A student who is suspended or expelled from the University for disciplinary reasons forfeits all right to a refund. The application fee, and the Pre-Registration/Orientation and Recreation Fees required of new students are not refundable. A student who has not paid in advance must still pay the amount which remains due after the charges are reduced. These rules and regulations shall apply to the classification of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes.

Refund/Reduction Schedule*

	Amount Refunded If Advance Payment Has Been Made	Amount Owed If No Payment Has Been Made
A. Before the beginning of the semester	100%	0%
B. Within the first two weeks of the semester	80%	20%
C. During the third week	60%	40%
D. During the fourth week	40%	60%
E. During the fifth week	20%	80%
F. After the fifth week	no refund	100%

*Does not apply to CCDE or Summer Session refunds.

RESIDENCY STATUS

Please note that in order to qualify for consideration for the status of in-state resident, the student must be a US citizen or a permanent resident immigrant. Massachusetts employment and/or payment of Massachusetts taxes are not by themselves qualifications for Massachusetts residency.

Part I. Definitions

1.1 **Academic Period**—a term or semester in an academic year or a summer session, as prescribed by the Board of Trustees or under their authority.

1.2 **Continuous Attendance**—enrollment at the University for the normal academic year in each calendar year, or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under their authority.

1.3 **Emancipated Person**—a person who has attained the age of 18 years and is financially independent of his or her parents, or if under 18 years of age, (a) whose parents have entirely surrendered the right to the care, custody and earning of such person and who no longer are under any legal obligation to support or maintain such person; or (b) a person who is legally married; or (c) a person who has no parent. If none of the aforesaid definitions applies, said person shall be deemed an "unemancipated person."

1.4 **Parent**

a. the person's father and mother, jointly;

b. if the person's father is deceased, the person's mother; if the person's mother is deceased, the person's father;

c. if neither the father nor mother is living and no legal guardian has been appointed, the person who then stands in loco parentis to the person;

d. if the father and mother are divorced, separated or unmarried, the parent who has been awarded legal custody of the person; if legal custody has not been awarded, the parent with whom the person lives.

With respect to any adopted student the word "adoptive "should be inserted before the words "father" and "mother" wherever used.

1.5 "Reside," "residency" or "resident" shall mean "domicile," habitation, where he or she intends to remain permanently.

Part II. Classification

2.1 For the purpose of assessing tuition and fees, each student shall be classified as a "Massachusetts resident" or a "Non-Massachusetts resident." A person shall be classified as a Massachusetts resident if he or she (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for purposes other than attending an educational institution for twelve months immediately preceding the student's entry or re-entry as a student. Physical presence for this entire twelve-month period need not be required as long as the conduct of the individual, taken in total, manifests an intention to make Massachusetts his or her permanent dwelling place.

Part III. Determination of Residency

3.1 **Proof of Residency**

a. Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis. A number of factors are required to determine the intention of the person to maintain permanent residency in Massachusetts. No single index is decisive. The burden of proof rests on the student seeking classification as a Massachusetts resident.

b. The following shall be primary indicia of residency:

1. For unemancipated persons, the residency of parents, having custody, within Massachusetts;
2. Certified copies of federal and state income tax returns;
3. Permanent employment in a position not normally filled by a student;
4. Reliance on Massachusetts sources for financial support;
5. Former residency in Massachusetts and maintenance of significant connections there while absent.

c. The following shall be secondary indicia of residency, to be considered of less weight than the indicia listed above in subsection b:

1. Continuous physical presence in Massachusetts during periods when not an enrolled student;
2. Military home of record;
3. All other material of whatever kind or source which may have a bearing on determining residency.

3.2 **Proof of Emancipation**

A student asserting that he or she is an emancipated person shall furnish evidence to support such assertion. Such evidence may include:

a. Birth certificate or any other legal document that shows place and date of birth;

Residency Status

b. Legal guardianship papers—court appointment and termination—must be submitted;

c. Statements of the person, his or her parent(s), guardian(s), or others certifying no financial support;

d. Certified copies of federal and state income tax returns filed by the person and his or her parent(s);

e. Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation

3.3 **Presumptions, etc.**

a. Residency is not acquired by mere physical presence in Massachusetts while the person is enrolled in an institution of higher education (see section 2.1).

b. A person having his or her residency elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts resident for tuition purposes, except as herein provided.

1. Any person who is registered at the University as a Massachusetts resident shall be eligible for continued classification as a Massachusetts resident for tuition purposes (until attainment of the degree for which he or she is enrolled) during continuous attendance at the institution.

2. The spouse of any person who is classified or is eligible for classification as a "Massachusetts resident" is likewise eligible for classification as a "Massachusetts resident." This provision will not apply in the case of a spouse in the United States on a non-immigrant visa.

3. A person who is an immigrant/ permanent resident of the United States (or has applied for such status) is eligible to be considered for Massachusetts residency for tuition purposes provided that he or she meets the same requirements for establishing residency in Massachusetts as are required of a United States citizen. Non-citizens who are in (or who have applied for) refugee/asylum status are likewise eligible to be considered for Massachusetts residency for tuition purposes provided that he or she meets the same requirements for establishing residency in Massachusetts as are required of a United States citizen. All non- citizens must provide appropriate documentation to verify their status with the United States Immigration and Naturalization Service.

4. Those students whose higher educational pursuits are funded by the Department of Welfare, the Massachusetts Rehabilitation Department, or any of the other Commonwealth of Massachusetts public assistance programs.

c. A person does not gain or lose in-state status solely by reason of his or her presence in any state or country while a member of the Armed Forces of the United States.

d. For the purposes of this policy the following persons shall be presumed to be Massachusetts residents:

1. A member of the Armed Forces of the United States who is stationed in Massachusetts on active duty pursuant to military orders, his or her spouse and dependent students.

2. Full time faculty, professional staff, and classified staff employees of the University of Massachusetts system and their spouses and dependent students.

Part IV. Appeals

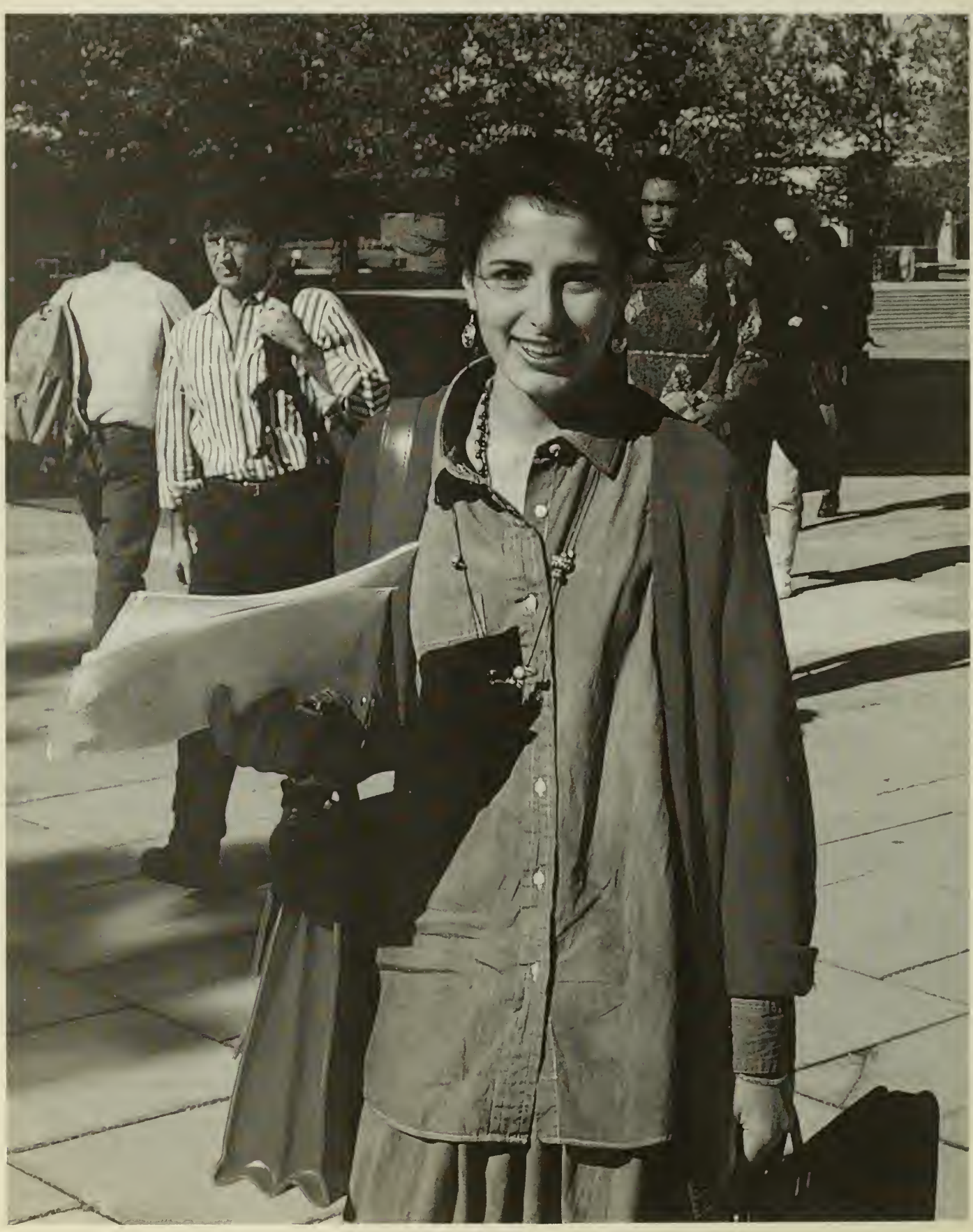
Any student or applicant who is unwilling to accept the initial ruling relative to his or her residency classification may file a "Residency Reclassification Form." Any student or applicant who is unwilling to accept the ruling relative to his or her residency reclassification may submit an appeal to the University's Residency Appeal Committee. The decision by this Committee is final and may not be appealed further.

In any case where the Admissions Office is unable to make an initial determination based on the evidence submitted, the applicant may be required to submit a "Residency Reclassification Form" to the Admissions Office for their review before being finally classified as a resident or a non-resident.

Part V. Penalties

Misrepresentation in or omission of any evidence submitted with respect to any fact, which if correctly or completely stated would be grounds to deny classification as a Massachusetts resident, shall be cause for exclusion or expulsion from or other disciplinary action by the University.

Financial Aid



GENERAL INFORMATION FOR UNDERGRADUATE STUDENTS

The purpose of financial aid is to provide assistance in meeting the basic costs of higher education. The University administers aid from the federal and state governments, from UMass Boston, and from private organizations and donors. In 2002-2003 over 50% of our students received financial aid totaling more than 40 million dollars.

The University's financial aid programs are specifically directed at helping students with academic potential and limited financial resources who would not be able to complete their education without the support of such programs.

Financial aid is usually awarded in "packages" which combine several forms of aid. The package may include scholarships, grants and waivers, which are gifts; loans, which must be paid back with interest; and work-study awards, through which students receive hourly wages for working at on- and off-campus jobs.

Some aid is offered specifically on the basis of need; other programs are based on academic achievement, public service, or other qualifications. Need-based financial aid programs are administered by the University's Office of Financial Aid Services. Other types of aid, not based on financial need and described in a separate section below, include certain loan programs, tuition waivers for specific categories of students, and several scholarship programs.

Although international students are not eligible to receive financial aid offered through the Financial Aid Office, there are types of aid for which international students may qualify. Examples include alternative loans, graduate assistantships, private scholarships, and on-campus employment.

NEED-BASED AID

Through the Office of Financial Aid Services the University works as a partner with students and their families to eliminate economic barriers to the extent that funding and program regulations allow. Please note that each aid program has specific eligibility requirements: a student may be eligible for some kinds of aid and not for others.

- All matriculated students who are US citizens (or eligible non-citizens) are encouraged to apply for need-based financial aid. Undergraduates carrying fewer than twelve credits or the equivalent may be awarded aid at less than the full rate for which they would otherwise be eligible. A minimum of six credits or the equivalent is required for most aid programs: Exceptions include the Massachusetts Assistance for Student Success (MASSGrant) Program (formerly the Massachusetts General Scholarship Program), for which the minimum is twelve credits or the equivalent, and the Pell Grant and Fee Waiver Programs, for which students who are less than half time may qualify under certain circumstances.
- Students who are not residents of Massachusetts are encouraged to apply for federally-funded need-based aid programs, and for certain other aid programs as specified in individual program descriptions. Non-resident students are not eligible to receive aid through state-funded programs.
- Some certificate students may qualify for certain need-based financial aid programs.

Through the application process, students learn whether they are eligible for particular aid programs, and, if they are eligible, the kinds and amounts of aid for which they qualify. The process is designed to give the Office of Financial Aid Services the information needed for making equitable awards. The process works properly when applicants cooperate by following instructions, providing information requested, and meeting deadlines.

Entering students may obtain an admissions application packet including information about financial aid by calling the Enrollment Information Service at 617.287.6000.

Information and application forms are available for all students from the Office of Financial Aid Services on the first floor of the Quinn Administration Building. Hours: Monday through Thursday, 8:30 am to 6:00 pm; Friday, 10:00 am to 4:00 pm. Telephone: 617.287.6300 (TTY/TDD: 617.287.3932).

Note: All students applying for need-based financial aid must be considered fairly and equally, without regard to race, color, sex, age, religion, national origin, sexual orientation, disability, or veteran status. Students are encouraged to take advantage of the services offered by the Office of Financial Aid Services. If you are uncertain about your eligibility, simply apply for financial aid.

A complete list of other student rights and responsibilities in connection with financial aid may be found in the "Standards, Regulations and Procedures" section of this publication.

Need-Based Aid

Financial Aid Application Process and Priority Filing Dates

Applying for need-based financial aid includes

- Completing the Free Application for Federal Student Aid (FAFSA). Please note: This application is available from the Office of Financial Aid Services. The FAFSA can also be completed on line at the FAFSA web site: www.FAFSA.ed.gov. General information about federal government financial aid programs can be found at another web site: www.ed.gov/studentaid.
- Supplying other information requested by the Office of Financial Aid Services.

The application for financial aid is generally available by January 15 for the academic year starting the following September. Priority filing dates are as follows:

- Students who have a complete and accurate FAFSA on file by March 1 can expect to have a Financial Aid Notification by April 1. Likewise, students who will be entering the University in the spring semester and have a complete and accurate FAFSA on file by November 1 can expect to have a Financial Aid Notification by December 1.

How Awards Are Made

Determining and Meeting the Student's "Need"

Although the University may in some instances provide a substantial amount of aid, students and their families are always expected to make a contribution as well. For this reason, both the student's and the family's earnings, savings, and assets are considered in the awarding of financial aid.

Each student's financial need is determined according to a formula called "Federal Methodology," which establishes uniform criteria for evaluating a family's ability to finance higher education based on the information provided on the FAFSA. Federal Methodology follows a standard set of procedures in measuring the relative financial strength of the family, considering such family resources as income, equity in property (other than the primary place of residency), and savings, in order to determine how much the family reasonably can be expected to contribute toward the student's education. The result of these calculations is the Expected Family Contribution (EFC), which is used to determine the amount to be awarded in federal, state, and campus-based aid. A student's financial need is defined as the difference between the student's cost of attendance (including tuition and fees, an allowance for room and board expenses, books and supplies, and transportation costs) and the EFC.

Other kinds of resources considered in making these awards include (but are not limited to) social security and veterans' benefits. In meeting need, several factors come into play. Initially, the Office of Financial Aid Services must consider the total amount of financial aid funds available and the estimated number of students eligible to receive those funds. The Office then follows two general rules: First, student needs are met to the fullest extent allowed by the funds available. Second, funds are distributed as equitably as possible. The Office of Financial Aid Services cannot guarantee that it will be able to meet a student's total "need" or that the package it offers will include the particular kind of aid desired by the student.

Cost of Attendance

As part of the process to determine the amount of financial aid for which students are eligible, the Office of Financial Aid Services has established "estimated expense budgets" based on the average estimated costs of attending UMass Boston. The Office of Financial Aid Services therefore reviews student expense budgets each year to arrive at fair estimates. Since the undergraduate student population is composed of people with differing living situations, the Office uses a variety of budget categories for undergraduates. Sample budgets appear below.

Sample Estimated Expense Budgets, 2003-2004

Expenses	In-State, At-Home Undergrad, Full-Time	Out-of-State, Away-from-Home Undergrad, Full-Time
(Academic Year)		
Tuition and Fees*	$6,227	$16,887
Room and Board Allowance	2,000	6,500
Books and Supplies	800	800
Personal Expense Allowance	1,300	1,300
Transportation	800	800
Totals	**$11,127**	**$26,287**

Available Aid

The following need-based student aid programs for undergraduates are administered directly or indirectly by the Office of Financial Aid Services.

Federal Financial Aid Programs

Federal Pell Grants assist low-income undergraduates meet the basic costs of attending college. For 2003-2004, the grants range from $400 to $4,050, depending on eligibility. All undergraduates applying for need-based financial aid through the FAFSA are automatically applying for Pell Grants.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to students who have the highest demonstrated financial need: Priority is given to Pell Grant recipients. Awards range from $200 to $2,000 depending on available funds and the number of eligible applicants.

Federal Perkins Loans are awarded to assist students who have demonstrated financial need. Students sign promissory notes and pass a federally mandated Perkins examination prior to the loans being applied to each student's University bill. The loans are to be repaid at 5% interest starting nine months after graduation, when enrollment is less than half-time status, or at termination of enrollment. Awards range from $500 to $4,000 depending on available funds and the number of eligible applicants.

The Federal Work-Study Program (FWS) provides help to students through earnings from employment. Under the work-study program, students are employed at designated jobs on or off campus. Students may work while school is in session and during vacations, intersession, and the summer. Many departments and offices at the University employ work-study students throughout the year. Students may also be able to secure jobs with certain agencies off campus. Students earn awards through hourly employment; funds are paid directly to the student.

Need-Based Aid

The Federal Subsidized Stafford Loan (formerly Guaranteed Student Loan) Program provides funds through banks and private lending institutions, and is designed to help students who demonstrate financial need. Students apply for these loans through the FAFSA. Repayment of Stafford loans starts six months after graduation, at termination of enrollment, or when the student's course load drops below six credit hours. The annual variable interest will be paid by the federal government while the student is in school, enrolled for at least six credit hours, and during the six-month grace period. Eligibility for the Stafford Loan program is determined by the number of credits the student has earned. Until a student has earned 20 credits, the limit is $2,625 per academic year; between 20-49 credits the limit is $3,500; and students who have earned 50 credits and up may borrow up to $5,500 per academic year.

Commonwealth of Massachusetts Financial Aid Programs

These programs are sponsored by the Commonwealth of Massachusetts for students who are Massachusetts residents and have completed financial aid applications by May 1st:

The Massachusetts Assistance for Student Success Programs (MASSGrant) (formerly the Massachusetts General Scholarship Program): A grant based on need for undergraduate students enrolled full time.

The Part-time Grant Program: A grant based on need for undergraduate students enrolled less than full time, but taking at least six credit hours.

The Performance Bonus Grant Program: This merit-based grant is for undergraduate students who have earned 24 credit hours and have a 3.0 GPA. The maximum grant is $500.

University Tuition Grants are awarded to needy students to assist with tuition and fee costs. These grants are funded by the Massachusetts Board of Higher Education.

Need-Based Tuition Waivers (NBTW) cover the cost of tuition for in-state students. They have been authorized by the Massachusetts Board of Higher Education for undergraduate students who demonstrate financial need.

The Massachusetts State **No-Interest Loan** Program offers a zero interest, long-term student loan to financially needy undergraduates who are Massachusetts residents for assistance in meeting post-secondary educational costs.

The Undergraduate **Fee Grants**, funded through the University's own resources, are awarded to needy students to assist with fee costs.

OTHER TYPES OF AID

Non-Need-Based Loans

Parent Loans for Undergraduate Students (PLUS loans) are offered through banks and private lending institutions. Such loans may be in amounts of up to the full cost of a student's University education. Parents must begin to repay the loans 60 days after disbursement. The interest rate on these loans is variable, not to exceed 12%; the rate has been set at 4.22% for the July '03 to June '04 loan period.

TERI (The Educational Resources Institute) Supplemental Loans are credit-based loans that may be used to supplement other forms of financial assistance. Eligible students and co-applicants may borrow from $500 up to the full cost of the student's University education. Interest rates are a set percentage over prime. Information is available by calling 1.800.255-TERI. Students begin to repay the loan 45 days after disbursement.

The Massachusetts Educational Finance Authority offers through its **"MASS Plan"** a series of educational financing options, including fixed or variable rate interest home equity borrowing. The program is credit-based and intended primarily for middle-income families. Students and co-applicants may borrow the difference between the cost of education and other financial aid received by the student. Information is available by calling 1 800 449-MEFA. Repayment begins 45 days after disbursement.

The Federal Unsubsidized Stafford Loan Program is identical to the Federal Subsidized Stafford Loan Program, except that during enrollment and grace periods, the student either pays the interest or has it added to the principal of the loan.

Other Types of Aid

Student Employment

A component of Financial Aid Services, the Office of Student Employment oversees student employment programs.

The student employment programs include

- Federal Work-Study, a program for students who have been awarded FWS by Financial Aid Services (described earlier in this section).
- Institutional Student Employment, positions for University students on campus and
- The Part-time Job Program, which lists positions with off-campus employers.

For additional information, visit the student employment website at www.umb.edu/students/employment/index.html.

Categorical Tuition Waivers

National Guard Tuition Waivers are available to all members of the National Guard. Applications are available from commanding officers of Guard units.

Native American Student Tuition Waivers are available to Native American students who are residents of Massachusetts. Information is available through the Massachusetts Commission on Indian Affairs: 617.727.6394.

Senior Citizen Tuition Waivers are available to students over 60 on a per course basis. Further information is available at the Office of the Registrar.

State Employee Tuition Waivers are available to some state employees. They need not be admitted to a degree-granting program. They will receive a full tuition waiver for all state-supported day and evening courses, providing they submit, for each semester they are enrolled, a "Certificate of Eligibility for Tuition Remission" form. Employees enrolling in courses administered by the Division of Corporate, Continuing, and Distance Education, including summer session courses, will receive a tuition waiver of 50%. State employees wishing to determine if they are eligible for a tuition waiver should contact their personnel office.

Veterans Tuition Waivers are awarded to honorably discharged veterans if they were enlisted or drafted from the Commonwealth of Massachusetts. Veterans must have been on active duty during the Vietnam War, or have served in theater during US military actions in Grenada, Panama, or Lebanon, or during the Gulf War; or be currently on active duty and stationed in Massachusetts; and must have served 180 days of active duty. All eligible veterans may receive a tuition waiver for a total of 130 credit hours. Information is available through the University's Office of Veterans' Affairs.

Please note: Tuition waivers apply to the cost of tuition only, and not to fees.

Scholarship Programs

The University administers a number of scholarship programs recognizing academic achievement and promise. Eligibility is limited to Massachusetts residents, and in some cases to either new or currently enrolled students. Information about these programs is available from the Scholarship Office. For details on how to apply, please refer to the Office's publication, "It's Your Future: A Guide to Merit-Based Scholarships at UMass Boston." Copies may be obtained by calling 617.287.6000, or by calling the Scholarship Office directly at 617.287.6026.

The Chancellor's Scholarship for Excellence Program

Up to thirty Chancellor's Scholarships for Excellence are awarded each year to matriculated students entering the University for the first time. The scholarships can cover all tuition and most mandatory fee costs throughout the student's undergraduate education, provided that the recipient maintains continuous full-time enrollment with an acceptable grade point average. The amount of the award may vary. Complete information is available from the Scholarship Office. To be eligible for consideration, applicants must have applied for financial aid by completing the FAFSA, and, in addition must

Other Types of Aid

- have demonstrated academic accomplishment by achieving academic standing in the top 10% of their high school graduating classes, or, for a college transfer student, by achieving a 3.5 cumulative average; or
- have demonstrated intellectual and academic accomplishment of comparable distinction (if rank in class is not available or meaningful or if the applicant could be considered a non-traditional student); or
- excel in the arts; or
- have demonstrated extraordinary achievement in unpaid community service.

Please note: To be eligible for this program, the applicant must apply for the scholarship before enrolling in University classes as a matriculated student. Each applicant is also expected to submit an autobiography, an essay and three references. Deadline dates are March 1 and June 1 for students entering in the fall; December 18 for students entering in the spring.

The Stephen J Sweeney Scholarship Program

This merit scholarship program gives consideration to the applicant's financial need. Sweeney Scholarships are awarded each year to one or more UMass Boston freshmen who are graduates of the three Boston public high schools that are partners with the University in the Admission Guaranteed Program: Jeremiah E Burke, Dorchester, and South Boston high schools. A full description of the AGP program can be found in the "Academic Help Beyond the Classroom" section of this publication. This scholarship program honors the achievements and dedication of Stephen J Sweeney, former chairman and CEO of the Boston Edison Company, who has long been active in supporting public higher education. Amounts of the Sweeney Scholarship awards vary. The recipients are highly motivated young men and women. Criteria for selection include academic achievement, extracurricular activities, and community service. Please inquire at the Scholarship Office for the application deadline.

The Michael A Ventresca Scholarship Program

This merit scholarship program gives consideration also to the applicant's financial need. The Ventresca Scholarship Program awards tuition assistance for up to four years to an entering college freshman who shows commitment to helping others and aspires to a career in public service. It was created to pay tribute to the memory of Michael A Ventresca, a UMass Boston graduate (and president of the class of 1969) who devoted his life to politics and government as a political idealist, activist, and lawyer. The amount of the award varies, but is potentially renewable until graduation for one or more finalists. To be eligible for consideration, the applicant must

- be a graduate of a Massachusetts high school;
- show evidence, through extracurricular activities or community service, of concern for others and an interest in public service;
- demonstrate the potential for academic success and the prospect of continuing in public service on graduation;
- complete a University application and meet the University's regular admission criteria.

Applications are due by April 1.

The William M Bulger Award and Scholarship Program

In honor of Massachusetts State Senator William M Bulger (now president of the University system), the University of Massachusetts Board of Trustees established the William M Bulger Award and Scholarship Program, to provide recognition and encouragement for students who exemplify President Bulger's philosophy of perseverance in pursuit of educational and personal goals. Nominees chosen by secondary school principals and headmasters receive awards of recognition; one of those nominees is further selected to receive the Bulger Scholarship, a four-year scholarship to the University that pays for all tuition and major fees.

One nominee who meets the standards described above is selected by the headmasters and principals of each Boston public and private high school, who submits the name of that nominee to the Scholarship Office.

The nominating headmaster or principal should also submit the following materials from his or her nominee:

- three letters of recommendation, one of which should be by the nominating headmaster/principal;
- an official copy of the student's academic record;
- a typed autobiographical essay by the nominee (no longer than 1,000 words);
- an essay by the nominee, of 500 to 1,000 words, addressing the topic "What a College Education Means to Me," or "A College Education—Is It Valuable?"

All nominees must have made formal application to the University of Massachusetts Boston. The deadline for nomination for the scholarship and receipt of all application materials is April 1.

The Foster Furcolo Scholarship Program

This program was established in honor of former Massachusetts governor Foster Furcolo (1957-1960), who played a major role in the creation of the public community college system of the Commonwealth. Each year one entering transfer student from each of the public community colleges in the Commonwealth will be selected to participate. Participants can receive the cost of tuition and most mandatory fees for up to two years. Each recipient, to be nominated by the president of his or her institution, is expected

- to have completed an associate's degree;
- to have achieved a cumulative grade point average of at least 3.50;
- to exemplify the success of the community college system in fulfilling the educational mission envisioned by Governor Furcolo;
- to have applied for financial aid by completing the FAFSA application;
- to have applied and been admitted to the University of Massachusetts Boston.

Each community college president must submit the name of one proposed recipient by April 15, in a letter to the Scholarship Office explaining the qualifications of the nominee for the scholarship.

The Taylor Outstanding Scholars Program (formerly the Boston Globe-UMass Boston Outstanding Student Scholarship Program)

The John I Taylor and William Davis Taylor Outstanding Scholars Program was established in order to provide "ranking and fiscally deserving" students in Boston public high schools with scholarships to the University of Massachusetts Boston.

Other Types of Aid

One graduate annually from 15 of Boston's public high schools is nominated by the school's headmaster to receive a scholarship to the University, up to the amount of 50% annually of their educational expenses. The University insures that recipients who filed their FAFSA by March 1 will also receive financial aid equal to the remaining 50% of the student's tuition and fee expenses. Those attending part-time receive an equivalent award, spread out over a longer period, for as long as they maintain continuous enrollment. The University also provides Taylor Scholars with ongoing assistance to insure the successful completion of their academic programs.

Scholarship recipients are expected

- to have applied and been admitted to the University of Massachusetts Boston.
- to have applied for financial aid by completing the FAFSA Application.
- to be graduates of Boston public high schools.
- to have shown, in their high school academic records, a strong potential for academic success at the college level.
- to have demonstrated a high level of student citizenship during their high school years.

Nominations for Taylor Outstanding Scholars must be made each year by March 31.

The University Scholars Program

For High School Students

Each principal of an accredited Massachusetts high school is invited to nominate graduating seniors to become University Scholars. Nominees should have a minimum GPA of 3.75 and SAT of 1250, following the first semester marking period. Recipients receive up to $6,000 per year toward their educational expenses. The award is renewable, provided the recipient maintains continuous full-time enrollment with an acceptable grade point average. Additional details and deadline information are available from the Scholarship Office. Nominations are made directly to the President of the University of Massachusetts each February; recipients are selected by the Chancellors.

For Community College Students

The president of each of the Massachusetts community colleges is invited each year to nominate a student to become a University Scholar. Scholarships of $6,000 toward the cost of education at UMass Boston are awarded to students who

- have the highest academic ranking in their graduating classes,
- have an overall grade point average of at least 3.75 at the time of nomination, and
- will have earned a transfer-designated associate's degree.

Additional details and deadline information are available from the Scholarship Office. Nominations, in December for December graduates and in March for June graduates, are made directly to the President of the University of Massachusetts.

The UMass Boston CITY Scholars Program

Eligible residents of the city of Boston may apply to be considered for the CITY Scholars Program. Applicants must have completed high school within 2 years of application and have a grade point average of 3.0 or higher (or 80 or better on the GED). Applicants may not have attended college elsewhere. Applicants also must exhibit some level of community service. The scholarship is worth $5000.00 per year and is potentially renewable for up to 10 fall/spring semesters.

To apply students must submit an application form (available from the Scholarship Office), an official high school transcript, and a one-page personal statement. Nominations of recipients will also be considered. The deadline is May 1.

The Student Enrollment LEADERS Program

High achieving students who are interested in representing the University at key events are encouraged to apply to the Student Enrollment LEADERS Program. Both freshman and transfer students with a minimum grade point average of 3.0 are eligible to apply. Applicants must plan to enroll full-time. Recipients will receive approximately $1,000.00 annually in scholarship funding, based upon their past academic performance. Additionally they will work 10 hours (paid) per week in one of the offices within the Division of Enrollment Services. Enrollment LEADERS will also serve as tour guides and goodwill ambassadors at several admission events throughout the year.

Applications are available from the Scholarship Office. The deadline varies, but is usually in late spring every year.

Additional Scholarship Opportunities

A substantial number of additional UMass Boston scholarship opportunities are available for continuing students. These include both need-based and merit-based programs. Selection criteria vary widely. Applications are available from the Scholarship Office, from the deans' offices at the Colleges, and from certain academic departments. Be sure to check for individual deadline dates. Most awards are for the second semester. You can also review opportunities on line at www.massachusetts.edu/scholarships. Always check with the Scholarship Office for details.

Academic Help Beyond the Classroom

ACADEMIC HELP BEYOND THE CLASSROOM

Throughout the University, faculty and staff in a number of different offices provide students with support and advising services designed to help them get the most out of their academic experience at UMass Boston, and to plan for their future. Some services are campus-wide; others are located within each of the five colleges; some serve all UMass Boston students, while others focus on students with particular needs. The descriptions that follow are a guide to advising at UMass Boston.

University Advising Center

The University Advising Center is dedicated to providing University students with the information and help they need to realize their academic and career goals. Centrally located in McCormack Hall, the Center provides the following services:

New Student Orientation

A comprehensive orientation program introduces incoming students to the College of Liberal Arts, the College of Science and Mathematics, and the College of Nursing and Health Sciences, informs the student of each college's academic requirements and regulations, and assists each student in registering for a first-year program designed to maximize academic success. Working with mathematics and English faculty, staff members at the Advising Center give diagnostic tests to each new student in order to assure placement into appropriate mathematics and writing classes. Workshops help students plan a course load appropriate for their family and employment obligations. Emphasis is given to the cultural and social diversity of UMass Boston students and staff, as well as to the opportunities for academic exploration. New student orientation begins the exploring process that will continue throughout the student's career at the University.

Academic Advising

All undeclared majors are assigned professional staff advisors at the University Advising Center. These advisors are responsible for explaining the general education and particular curricula of the different colleges and for assisting the student in planning semester course schedules. All undeclared majors/concentrators are required to meet with their advisors before they register for courses, and are encouraged to come in throughout the semester to discuss problems and concerns. When a student declares a major or concentration, s/he is assigned a faculty advisor in that major, but the University Advising Center staff is still available to assist with questions about course requirements and college regulations.

Career Services

Career Services staff in the University Advising Center provide information for students and alumni about career opportunities, and facilitate contacts with prospective employers. Individual counseling and group seminars in career planning alert students to the many and varied career opportunities available and to the requirements of prospective employers as well as to the changing nature of employment opportunities. Seminars are offered to assist with résumé writing, interviewing techniques, and the job search. On-campus events such as job fairs and guest speakers are regularly scheduled.

An active on-campus interview program is arranged each year so that students may meet employers and discuss current openings. Through the Résumé Referral Program, student résumés are forwarded to employers who have appropriate job openings. Career Services offers job-seeking students and alumni password access to MonsterTrak, a web-based on-line job listing service. A Career Resource Library houses information on employment and salary statistics, as well as specific information on businesses, non-profit organizations, school systems, and government agencies. A bank of computers is available to allow students on-line access to employment information and job opportunities. An option in the Career Resource Library, called PinPoint, is an on-line method of assessing interest and personality as related to work options and career choices.

The Center provides information on a variety of graduate study programs. Materials on many fields are available, as well as application forms for graduate and professional school admission tests. The staff provides special advising for students interested in the law and in management.

Students interested in medicine and other health care fields meet regularly with the Center's premedical advisor, and work with the University's Premedical Committee of advisors and faculty. They receive advice on planning for careers in the field, and on preparing for graduate-level study.

Cooperative Education/Internship

The Co-op/Internship Office at UMass Boston assists qualified students in locating work assignments related directly to their field of study. The object of the program is to provide students with opportunities to apply their classroom, theoretical knowledge to practical hands-on experience. Under the Co-op Program, students are usually paid. They work either full- or part-time for periods ranging from a full semester to a summer to six months and, at the discretion of the academic departments they are associated with, they may receive credit. Under the Internship Program, qualified students usually receive academic credit, depending on departmental approval. Internships are generally part-time (12-20 hours/week), ranging from 14 weeks to a summer or longer. Student interns may be paid.

Co-op/Internships offer a variety of benefits: the combination of relevant practical learning with valuable work experience; career awareness; personal and professional growth; resumé enhancement; and the possibility of obtaining full-time employment after graduation.

Academic Help Beyond the Classroom

For more information about the program, interested students should contact the University Advising Center. Students in the College of Management should also contact the College's Career Center.

National Exchange Programs

The National Student Exchange Program offers UMass Boston students the opportunity to study at one of over 70 participating colleges and universities in 40 states, Puerto Rico, and the Virgin Islands, at a cost comparable to what they currently pay to attend UMass Boston. While on exchange, students can develop an increased awareness of academic, cultural, ethnic, and geographic diversity within the United States.

Study Abroad and International Exchange

UMass Boston students who wish to study outside the United States, whether for a summer or winter session, an academic semester, or an entire academic year, have a wide range of options available. Students may choose from over seventy programs offered through the University of Massachusetts; as well as short-term programs offered through the University's Division of Corporate, Continuing, and Distance Education and other educational institutions; or, with prior approval, direct enrollment in foreign universities.

UMass Boston has exchange programs in the United Kingdom (Oxford), France (Paris), Germany, Spain, and Canada. Study Abroad programs available through the University of Massachusetts include offerings in Bulgaria, China, Colombia, England, Italy, Japan, Korea, Poland, Russia, South Africa, Spain, Sweden, and Taiwan, as well as other countries.

UMass Boston is a member of the New England Board of Higher Education Exchange Program, which offers students enrollment at universities in Quebec and Nova Scotia.

Other international programs available through UMass Boston's Division of Corporate, Continuing, and Distance Education include those in Haiti, Ireland, Jamaica, Mexico, and Vietnam.

Generally students may enroll in study abroad programs beginning in their sophomore year. GPA requirements vary but usually range from 2.5 to 3.0. Course offerings are in English, but most programs do require some proficiency in the language of the host country. Interested students should allow one full year to plan properly. Such planning includes getting information about the program and completing the application process, obtaining the required approval for credit transfer, and making the necessary financial arrangements. Credits earned through study abroad are transferable toward a UMass Boston degree. In most cases only credits earned, not grades awarded, are noted on a student's transcript.

For further information on both national and international exchange programs, contact the program coordinators at the University Advising Center.

International Student Services

The Office of International Student Services, housed in the University Advising Center, provides services to international (non-immigrant) students. The office assists them with INS-related concerns and questions regarding the I-20, the DS 2019, visa status, and other issues. In addition, the office oversees

- orientation for new international students, and
- a conference each semester for international and exchange students.

The Office of International Student Services seeks to assist and support all international students during their stay at UMass Boston with academic concerns and issues of immigration status.

Further Information

To find out more about any of the University Advising Center programs described here, call 617.287.5500.

Advising in the Colleges

Staff and faculty members at each of the University's colleges provide academic advising that focuses specifically on the needs of majors or concentrators within the college. Most students, once they have declared a major, receive academic advising through these college-based services.

In the *College of Liberal Arts* and the *College of Science and Mathematics*, students are advised by faculty in their major departments. Students choosing an individual major receive academic advising through the Office of Academic Support Programs (617.287.6550).

In the *College of Management*, departmental faculty provide academic advising for students enrolled in any of the College's concentrations.

Academic advising in the *College of Nursing and Health Sciences*, for the Nursing Department and the Department of Exercise Science and Physical Education, is provided by faculty and staff through the Office of the Director of Student Affairs (617.287.7500).

In the *College of Public and Community Service*, orientation and advising are coordinated by the Office of Student Services (617.287.7120).

Office of Academic Support Programs

The Office of Academic Support Programs (617.287.6550) offers a comprehensive range of services designed to enable students to succeed in their studies. The focus of these programs is course work and tutorials, but students are also invited to seek assistance through this office with any problems that impinge on their academic careers. Among the programs offered by this office are

- the following academic course work: Critical Reading and Writing courses (CRW), First-Year Seminars (SEM), intensive course work in English for students whose native language is not English (ESL) and Math Skills courses (MATHSK).
- the Reading, Writing, and Study Skills Center, which provides tutorials in analytic language development for undergraduates enrolled in all levels of College of Liberal Arts courses, with special attention given to the reading, writing, and thinking skills needed to succeed in general education courses.
- the Subject Tutorials Program, which offers individual and/or group tutoring to students enrolled in 100- and 200-level courses in the humanities, languages, mathematics, and the natural and social sciences.
- the Graduate Writing Center, which provides one-to-one and group tutorials in scholarly writing and research skills, and in English for students whose native language is not English.
- the Math Resource Center, which offers tutoring for mathematics and computer science courses.

Academic Help Beyond the Classroom

- The Learning Resource Center/Language Lab, primarily serving students enrolled in three-credit language courses, which require a language lab for the fourth credit hour. Other students who pay a lab fee may use the equipment of the language lab to access multimedia course materials placed on reserve by instructors.

For a more complete description of the Office of Academic Support and a list of course offerings, see the section of this publication called "Enriching the UMass Boston Experience."

Office of Pre-Collegiate and Educational Support Programs

The Office of Pre-Collegiate and Educational Support Programs offers a wide array of student support services to both enrolled and prefreshman students through eleven programs or centers: the Student Support Services Program, the Lillian Semper Ross Center for Disability Services, the McNair Post-Baccalaureate Achievement Program, the Upward Bound College Preparatory Program, the Veterans Upward Bound Program, the Math and Science Upward Bound Program, Project REACH, the Urban Scholars Program, the Admission Guaranteed Program, the GEAR UP Program, and the Health Careers Opportunity Program. The services provided by these eleven programs are cooperative and complementary and are designed to assist non-traditional students in their pursuit of higher education.

These programs also provide a variety of paid and volunteer internship opportunities. Information about the programs and about internship opportunities is available from the Office of Pre-collegiate and Educational Support Programs (M-3-412 or 613), at 617.287.5840, or from the program offices.

Student Support Services Program

The federally-funded Student Support Services Program provides advising, counseling and educational support services to 500 students with academic need who are first-generation college attending, economically disadvantaged and/or have disabilities. First year students, along with upperclass peer tutor/mentors, participate in Foundations, an 8-week program to improve academic survival skills. Continuing students attend workshops designed to enhance their decision-making skills and to help them prepare for the world of work or graduate school. Throughout their academic careers at the University, students work closely with their assigned advisors to identify needs, and to develop and attain educational, professional and personal goals. Scholarship support is provided to first- and second-year students who have unmet financial need. In addition, an intensive math and science program is offered during the summer for students who are interested in majoring in a math or science field but need additional skill development in these areas. All services are currently provided in English, Spanish, and Vietnamese. Further information about the program is available from the Student Support Services office at 617.287.5820.

The Lillian Semper Ross Center for Disability Services

The Ross Center coordinates services and accommodations for UMass Boston students with documented disabilities, in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The mission of the Center is to provide students with equity and excellence in education, maximizing each student's educational potential while helping him or her develop and maintain independence. The Ross Center provides accommodations in four major areas: testing, notetaking, alternative formats, and sign language interpreting. The Center also works closely with the Adaptive Computer Lab and provides information and referrals to other services as appropriate.

The Ross Center is located in Room 401 on the first floor of McCormack Hall. The telephone number is 617.287.7430 (voice), 617.287.7431 (TTY).

Ronald E McNair Post-Baccalaureate Achievement Program

The Ronald E McNair Post-Baccalaureate Achievement Program is a federally-funded program offering preparation for doctoral study to low-income individuals who are first-generation college students, and to students from groups under-represented in graduate education. Participants in the McNair Program spend at least a year engaged in research under the direction of research faculty in the Departments of Anthropology, Biology, Chemistry, Computer Science, Earth and Geographic Sciences, Mathematics, Physics, and Psychology.

Academic Help Beyond the Classroom

Supportive services and financial aid encourage participants to complete the undergraduate degree and pursue graduate study. Graduates have enrolled in master's and doctoral programs ranging from linguistics to chemistry to computer science at institutions including Brandeis University, Columbia University, Harvard University, the Massachusetts Institute of Technology, the University of Michigan, the University of Washington, John Hopkins University, Boston University, Duke University, Penn State, the University of California Los Angeles, the University of California Berkley, the City University of New York, UMass Boston, and others. For more information call 617.287.5780 or visit the program office located on the second floor of the Science Building, Room 056.

Upward Bound Program

The Upward Bound Program provides 100 low-income, first-generation high school students with the skills and motivation to enter and successfully complete post-secondary education. This federally funded program offers high school students an array of academic, counseling, and support services that are designed to supplement high school education and are tailored to address specific student needs. Program juniors and seniors may audit university courses, gaining first-hand college experience and potential credit. The Program provides its services in a twice-weekly after-school program throughout the academic year and an intensive six-week residential session during the summer. Eligible participants are low-income and/or first generation college students who demonstrate interest in and potential for post-secondary education. They must also be residents of Dorchester, Mattapan, Roxbury, Jamaica Plain, or South Boston and/or attend Dorchester, Burke, Madison Park, South Boston, or West Roxbury High Schools. Students selected for participation attend year-round through high school completion. Upward Bound's telephone number is 617.287.5845 and the office is located in M-3-706.

Veterans Upward Bound Program

The Veterans Upward Bound Program provides a unique opportunity for men and women military veterans of all ages to acquire the academic skills required to enter into college or to obtain the equivalent of a high school diploma. The curriculum includes courses in Composition, Literature, Math, Laboratory Science, Computer Skills, Social Sciences and Study Skills. The program also offers career and education counseling as well as social service referrals. After successful completion of the program, students applying to the University receive special admissions consideration.

Veterans Upward Bound forges an important link between the University and the veterans who live in the communities it serves. Those who matriculate as UMass Boston students continue to have access to the program's support systems throughout their academic careers at the University. For more information about participating in Veterans Upward Bound contact 617.287.5870 or visit the program office (M-3-704).

Math and Science Initiative Upward Bound Program

The University operates the Math and Science Initiative Upward Bound Program in conjunction with the Nobles and Greenough School in Dedham, Massachusetts. The purpose of the program is to increase the number of low-income and first-generation college students majoring in mathematics, the sciences, and computer science at the undergraduate level and, eventually, to increase the number who go on to advanced study in these fields.

The program's rigorous six-week, residential academic program each summer focuses on promising students who attend either the John D O'Bryant High School of Math and Science or Lawrence High School, or who live in Boston or Lawrence. In addition to the accelerated program at Nobles, students visit the UMass Boston campus once a week and participate in lectures and hands-on laboratory experiences conducted by members of our science faculty. During the academic year, program participants receive additional support through school visits; supplemental instruction at Nobles; and cultural, educational and career related trips and visits. For more information call 617.287.5840 or 781.326.3700 ext. 322.

Project REACH

Project REACH identifies disadvantaged young people with disabilities who have the potential for education at the post-secondary level and encourages them to continue and graduate from secondary school and enroll in programs at the post-secondary level. High school and post-secondary dropouts are also encouraged and assisted in returning to school. Initially funded in 1985, Project REACH was the first Talent Search Program in the nation to serve low-income, urban youth with disabilities. The Project remains a national model for the successful inclusion of youth with disabilities in TRIO programs.

Participants must have a disability or receive special education services from the Boston Public Schools, be between the ages of 11 and 27 and have completed the fifth grade. Two thirds of the participants must also be low-income persons who are also potential first generation college students. Project REACH is funded to serve 600 students each year from Jeremiah Burke, Dorchester, Madison Park, West Roxbury, and Horace Mann High Schools and the McCormack, Gavin and Horace Mann Middle Schools.

Academic Help Beyond the Classroom

The majority of services are provided on site at the target schools within a classroom setting. Students and parents are also encouraged to make appointments at the campus office after school or during school vacation. Project REACH also provides a six-week academic summer program for middle school students. The goal of the summer program is to provide students with a supportive, enjoyable, and academically challenging summer experience. The curriculum is project-based and incorporates the Massachusetts Curriculum Frameworks.

Urban Scholars Program

The purpose of the Urban Scholars Program is to provide gifted and academically talented students with the skills and motivation necessary for achievement at the highest level of their potential and to prepare these students for a successful college experience. The program also works collaboratively with the partner schools to enhance their capacity to develop the talent potential of all students. Urban Scholars serves students attending the Jeremiah E Burke, South Boston, and Dorchester High Schools and the Cleveland, Gavin, Lewenberg, McCormack, Rogers, Thompson, and Wilson Middle Schools.

The program offers students an early exposure to the university environment. The Urban Scholars core curriculum is designed to provide practice in applying basic skills and to develop higher level skills such as analysis, critical thinking, problem solving and other skills necessary for advanced learning. The core curriculum also strives to develop active and independent learning behaviors and the ability to teach oneself. All students must complete specific core requirements in order to graduate from the program. Program activities include university and program-provided classes, tutorials, supervised study, college and career advising, and cultural enrichment. For more information call 617.287.5830 or visit the program office (M-3-008/009).

Admission Guaranteed Program

Initiated in 1989 by the University of Massachusetts Boston, the Admission Guaranteed Program assures admission to the University for students enrolled at Dorchester, Jeremiah E Burke, and South Boston High Schools who take courses in required subject areas and meet specific program criteria. Recruitment for the program is focused primarily on ninth graders. An important goal of the program is to help students see college as a viable option for their futures. Program services include tutoring, career advising, after-school classes, college awareness workshops, and cultural enrichment activities. The program furthers UMass Boston's urban mission and its commitment to serve the urban community. For more information, call 617.287.5830 or visit the program office (M-3-008/009).

The GEAR UP Program

GEAR UP is a partnership involving UMass Boston; the Gavin Middle School; the Burke, Dorchester, and South Boston High Schools; Thompson's Island Outward Bound; the New England Home for Little Wanderers; and the Topf Center for Dance Education. The program's goal is to significantly improve the performance of all Gavin students and to significantly increase the number of students who successfully pursue post-secondary education. Beginning in the sixth grade and continuing through high school graduation, GEAR UP provides a set of comprehensive services: mentoring, tutoring, counseling, college visits, after-school and summer academic offerings; as well as a variety of enrichment programs. The program also informs students and their parents about college options and financial aid; and builds strong partnerships with families, helping enable them to support high academic achievement and to plan for post-secondary education. Finally, GEAR UP offers professional development for partner school staff, focused on aligning curriculum and instruction with the Massachusetts Curriculum Frameworks.

For more information please call 617.287.5842 or visit the program office (M-3-703).

The Health Careers Opportunity Program (HCOP)

The Health Careers Opportunity Program (HCOP) prepares economically and educationally disadvantaged students for careers in the health field. The program works with middle and high school students to increase the number of economically and educationally disadvantaged students participating in these programs who successfully pursue careers in the health professions. Funded by the US Department of Health and Human Services, the program is a collaboration between UMass Boston, Tufts University, the Tufts University School of Medicine, and the Massachusetts Public Health Association. The goal is to create a "pipeline" that starts at Boston middle and high schools, continues through the undergraduate programs at Tufts University and culminates in the public health and medical programs at Tufts University School of Medicine.

Through a variety of career awareness activities, students gain greater exposure to the wide range of health professions and the education and training required to pursue the careers of their choice. Activities include career symposia, guest speakers, job shadow days and various career preparatory workshops.

For additional information about HCOP, please call 617.287.5834 or visit the program office (M-3-435D).

Student Life and Services

STUDENT LIFE AND SERVICES

The University believes that students' academic goals may be best realized when support services complement the classroom experience. To that end student affairs professionals support students in their academic work, and sponsor programs to enrich their experience of University life. Many offices offer information, activities, and assistance programs to facilitate the continuing development of the student's skills, concepts, learning, insights, and life planning. The staff in these offices act as liaisons between the University and the broader community, recognizing that formal schooling is not an end in itself, but rather a means to the future. Student life and services enhance the University experience by providing programs, services, and activities from which students can benefit during and after their years at the University.

The University provides a wide spectrum of support services ranging from child care to educational support and veterans' assistance, and encourages students to get involved in campus life. Further information about all the services and programs described below is available from the Office of the Dean of Student Affairs (617.287.5800).

Student Life

The extracurricular life of the University centers on activities sponsored primarily through the Office of Student Life and funded through the Student Activities Trust Fund. Established by the University Board of Trustees, the fund is maintained by mandatory student activities fees. Both the Undergraduate Student Senate and the Graduate Student Assembly have recommending authority over the expenditure of Student Activities funds; members of those organizations work closely with the professional staff at Student Life to create a wealth of activities throughout the year. The Office of Student Life functions as a clearing house and focal point of activity for students on campus, where information and services are available, ranging from the issuing of ID cards to locker rentals to the most up-to-date listing of student organizations.

Student Life also oversees the operations of such activities as the Wit's End Café, a campus coffeehouse, and the Recreation Center, where students relax with video games, pool, and pinball machines.

The Student Arts and Events Council each year provides the campus community with a variety of cultural offerings including the Harbor Art Gallery, the museum pass program, discount tickets to movies and plays, and on-campus performances of music, poetry, and lectures. Students keep in touch with campus life by reading the student newspaper, *The Mass Media*. The annual spring literary journal, *The Watermark*, features the best work produced by student artists and writers.

Other activities and opportunities include recognized student organizations, or clubs, and community action programs that involve students in community-based, student-administered advocacy work. All these are administered through the Office of Student Life, which also oversees student governance and assists in administering student elections and referenda.

One special opportunity available through the Office of Student Life is the Beacon Leadership Project: Leaders at the Point. Its mission is to complement the urban educational and service mission of the University of Massachusetts Boston (UMB) by providing students with credit- or competency-based opportunities to develop and enhance their leadership skills and potential. The BLP experience involves integrative and collaborative learning; prior leadership and learning experiences; and service learning (www.umb.edu/umb/leadership).

The program of the Beacon Leadership Project consists of two semesters of workshops, a mentor experience, and a community service project. Recent workshop offerings have included time management, ethics, negotiation and dispute resolution, and critical thinking. Application and admission standards for this program are available at the Office of Student Life (617.287.7950).

Clubs and Centers

Through the Office of Student Life, the Student Activities Fee funds student centers and clubs (RSOs). Student clubs focus on special areas of interest and welcome new members. (See the list below of "Recognized Student Organizations.") Student centers are an on-campus community action initiative of the Student Senate. All students are welcome to stop in and participate in center activities. There are nine such centers on campus: The Alcohol and Substance Awareness Center; ARMS (Advocacy and Resources for Modern Survival); the Asian Student Center; the Black Student Center; CASA Latina (Latino Student Center); the Queer Student Union; the Center for Students with disABILITIES; the Veterans Center; and the Women's Center. The Student Activities Fee also provides some support for the UMass Boston Early Learning Center and the University Honors Program.

Recognized student organizations receiving funding through the Student Activities Trust Fund may include, but are not limited to, the following:

Accounting and Finance Academy
African Hut Club
Arab Student Association
Anthropology Club
Ballroom Dance Club
Biology Club
Cape Verdean Club
Chemistry/Biochemistry Club
Chinese Cultural Association
Environmentalists Club
French Club
Geography and Earth Science Club
Greek Student Society
Golden Key Club
Haitian Student Association

Student Life and Services

International Student Association
Japanese Club
King F Club
Mock Trial Club
Muslim Student Association
Nursing Club (Senior)
Politics Society
Pre-Law Club
Pre-Med Society
Psychology Club
Puerto Rican Club
Socialist Club
Student Nurses Association
Survivors Inc
UMB Poetry Circle
Vietnamese Student Association

Students interested in starting new clubs should call the Office of Student Life.

Student Employment

As a division of the University's Office of Financial Aid Services, the Student Employment Office (SEO) oversees student employment programs. Many positions listed through SEO are conveniently located on campus, which can make it easier to coordinate employment and class schedules. The office also lists off-campus positions, which may be more conveniently located near home. While their earnings can help defray educational expenses, employed students also develop marketable skills and the experience necessary for success in today's competitive job market.

All active students at UMass Boston are eligible for student employment programs. Because each program has its own regulations, however, not every student is eligible for every type of job. To determine which program is best for you, review the SEO website: www.umb.edu/students/employment/index.html

Housing Services

The Housing Referral Service (HRS) provides listings of local housing opportunities and people who are looking for housing or roommates. The program, which is solely a referral system, is open to anyone affiliated with the university community. Information about HRS can be found at www.umb.edu/students/housing/index.html.

WUMB Radio

WUMB Radio is a network of five non-commercial public radio stations broadcasting throughout the Boston, Worcester, Newburyport, Orleans, and Falmouth areas. As a member of National Public Radio, WUMB provides a high quality service of folk, news, and information to the communities within listening range. Its particular educational, informational and cultural programming formats are not offered by other radio broadcast facilities in the area. The station has a policy board representing University and public broadcasting interests, and a community advisory board, representing the concerns of surrounding communities. In addition, for students living in these communities, the station regularly provides information about campus events, highlights the expertise of faculty, staff, alumni and students, and airs no-school announcements during inclement weather. WUMB offers work-study and volunteer opportunities for UMass Boston students to enjoy and learn a variety of aspects of the radio broadcasting industry. Students interested in a career in radio broadcasting can apply for the "Radio Learning Project" to learn about broadcasting, engineering, management,

and sales; it is a comprehensive training program covering all areas of radio station operations, and includes an academic credit option.

WUMB Radio is located on the lower level of the Healey Library. For more information, please call 617.287.6900 or visit the station during office hours (Monday through Friday from 8:30 am-5:00 pm, and by appointment). You can also visit the station website at www.wumb.org.

Campus Ministry

The Campus Ministry is an interfaith chaplaincy service actively involved in the spiritual and human development of students, faculty, and staff. Protestant and Catholic chaplains, and Jewish and Muslim advisors, offer liturgical, educational, cultural, social, and spiritual programs. Among these programs are daily prayer, midweek liturgies, scripture seminars, ecumenical services, study groups, pastoral counseling, spiritual direction, lectures, workshops, and Bible study. The Campus Ministry also does fund-raising for local and international hunger relief, co-sponsors events with other campus departments and offices, conducts retreats, and operates a lending library of theological and spiritual books. Students of all faiths are welcome! (Office of Catholic Campus Ministry, 617.287.5839; Office of Protestant Campus Ministry 617.287.5838.)

Early Learning Center

UMass Boston's Early Learning Center is designed to provide a welcoming, nurturing, and educational environment for children of University students, faculty, and staff, as well as residents of Harbor Point. The development of self-esteem is one of the Center's fundamental goals. Children at the Center grow to view themselves as important and competent individuals: they make choices and deci-

Student Life and Services

sions; they pursue their own interests; they can spend time alone as well as in groups. Parent participation in Early Learning Center programs is encouraged and valued.

The Center provides licensed care for toddlers, preschoolers, and kindergarten children, ages 15 months to 6 years. It is open year-round, Monday through Friday, from 7:30am-5:30pm.

Our current rate for toddlers is $48.00 per day. The rate for preschool and kindergarten is $38.00 per day. When applicable and as space permits, this fee may be subsidized by any of the following:

- UMass Boston Student Scholarship
- Office of Child Care Services Contract
- Boston Public Schools / Community Partnership Scholarship
- Child Care Voucher

There is an application process and wait list for admission into the program, so it's important to apply early.

The Early Learning Center is off campus at 2 Harbor Point Boulevard in Harbor Point. It's about a 7-minute walk from campus, and easily accessible by car or the #2 shuttle bus. To arrange a tour or to get an application, or for other information, please call (7-6195) or go on the Web at www.umb.edu/students/childcare. Visitors are welcome.

Department of Athletics

The Athletics Department offers a wide range of programs structured to meet the needs not only of those students interested in intercollegiate competition, but also of students seeking free-time recreational activities. With one of the finest collegiate athletic and recreational complexes in the Boston area, the Clark Athletic Center, the department offers varsity competition for men and women in basketball, cross country, ice hockey, soccer, and tennis; also for men in baseball, hockey, and lacrosse, and for women in softball and volleyball.

The Athletics Department holds membership in the National Collegiate Athletic Association (where UMass Boston teams compete at the Division III level), the Eastern College Athletic Conference, and the Little East Conference. The University's intercollegiate athletics program upholds the principle of equal opportunity for both men and women, and endorses the principle of gender equity and compliance with Title IX regulations.

The Department's extensive intramural and recreation program includes such team sports as basketball, volleyball, ice hockey, floor hockey, badminton, soccer, wallyball, and wiffleball; one-on-one activities such as racquetball and squash; and instructional programs like water aerobics and tennis. The popular sailing program operates from mid-spring to early fall, allowing students to take full advantage of the on-campus dock and the University's fleet of Mercury- and Laser-class sailboats.

The Clark Center features a main gymnasium with floor markings for a variety of sports, an ice-skating rink, a swimming and diving pool fully equipped for intercollegiate competition, as well as a varsity weight room, locker rooms for men and women, and a dance room. Outdoor facilities include an eight-lane 400 meter track, lacrosse/soccer field, multipurpose practice field, eight tennis courts, and a softball field.

In 1995, the Athletics Department opened the Beacon Fitness Center, located on the 1st floor of McCormack Hall. The BFC offers, among other services, personal training, aerobics classes, massage therapy, orientations and fitness assessments to the students, staff, faculty, and alumni of UMass Boston.

The Athletics Department encourages students to become involved with the programs offered by the department, either by participating on a varsity or intramural team, or by attending home contests and supporting the teams.

Further information is available at the Clark Athletic Center.

Student Life and Services

University Health Services

www.umb.edu/students/health

The mission of the Department of University Health Services is to provide quality medical services and education to enhance the health and well-being of the university community. Programs and services are aimed at promoting optimal physical, mental, emotional, social, and spiritual well-being. Our interdisciplinary health care team includes a variety of professional, administrative, and support staff. Our clinical staff is composed of nurse practitioners, consulting specialty physicians, psychologists, social workers, laboratory technicians, and health educators.

All registered UMass Boston students are eligible for health care at the University Health Services. The health fee, paid by all students, covers unlimited visits to the Department of General Medicine, consultation in the Counseling Center, and access to programs offered by the Health Education and Wellness Center. However, there is a minimal copay for physician visits, specialty services, and laboratory tests. In accordance with Massachusetts state law, all students must have active health insurance. The University of Massachusetts Boston offers a student Health Insurance Plan for all part-time and full-time students, and their dependents. The University Health Services General Medicine Department is the primary care provider for students in this plan. As the primary care provider, we will direct all of your health care needs, including referrals for specialty services not available at University Health Services.

Please note: The student health insurance plan is mandatory for all students who do not have comparable coverage under another medical insurance plan. To substantiate such alternative coverage, students must complete and submit to the Bursar's Office an Insurance Decision Card, which is mailed to each student. These cards are also available at the UHS General Medicine reception area. Students without such comparable coverage must participate in the University's student health insurance plan. State law mandates the health insurance requirement.

Immunizations: All UMass Boston students must submit a completed immunization form to the University Health Services. The form is mailed annually or can be obtained at UHS or downloaded at the UMass Boston website: www.umb.edu/students/health. Massachusetts law requires that the following immunizations be completed: measles (including a second measles shot), mumps, rubella, hepatitis B, and tetanus. UHS strongly recommends the meningococcal vaccination. These immunizations can be administered through the General Medicine Department of UHS for a minimal copay.

University Health Services comprises three programs. They are General Medicine, the Counseling Center, and Health Education and Wellness.

General Medicine

The Department of General Medicine is a nurse practitioner health center providing health care to all university students. Our well-qualified team provides primary care, walk-in (no appointment necessary) care, women's health care, immunizations, sports physicals, travel medicine, and other specialty and laboratory services. Students who develop an episodic illness or injury may be seen by appointment or walk-in during hours of operation. In addition, appointments can be made for physicals, women's health issues, travel medicine, and other specialty services. Women's health services include physical examinations, Pap smears, contraception, emergency contraception, pregnancy testing, and evaluation and treatment of sexually transmissible infections. Men's health services include physicals, STIs, sexual assault, injury evaluation and treatment, and evaluation of sexual dysfunction. Specialty services provided by on-site contract physicians include dermatology, sports medicine/orthopedics, internal medicine, and endocrinology, which are available by appointment.

The General Medicine program is located on the second floor of the Quinn Administration Building, Room 040. During the academic year, the Department of General Medicine is open from 8:30 a.m. to 6 p.m., and during winter and summer session from 8:30 a.m. to 5 p.m. Monday through Friday. For information and appointments, call 617.287.5660.

Counseling Center

The Counseling Center provides psychological evaluation and consultation services to all university students. Our goals are to promote better functioning and growth opportunities, to help students manage personal difficulties and concerns that can interfere with the academic experience. Services include individual and couples evaluation and therapy, group screening and therapy, crisis intervention, and walk-in emergency care during hours of operation; consultation, workshops, information, and referrals are provided as needed. Our clinical team is made up of experienced psychologists, social workers, and graduate and doctoral trainees who function under the supervision of licensed faculty and staff. Initial meetings are free; copays begin with the fourth meeting except for short-term groups.

The Counseling Center is located on the second floor of the Quinn Administration Building, Room 037, and is open year-round from 8:30 a.m. to 6:00 p.m. Monday through Friday. For information and appointments, call 617.287.5690.

Health Education and Wellness Center

The goal of the Health Education Program is to enhance the academic success of students by supporting their physical, mental, and emotional well-being with a wide range of programs and services.

Programs that are offered through the Health Education Program include: Time and Stress Management, Smoking Cessation, Alcohol and Other Drug Information, Sexuality and Sexual Health Education, Nutrition and Fitness Programs, Special Events, Health Screenings, and more.

Services are offered in the format of groups and workshops, as well as individual consultations and phone consultations. In addition, we provide a comprehensive website with health and program information and access to online health education services.

Students can relax and unwind in the Wellness Center, where they will find fresh spring water, health-related books and resources, and computer access to our online resources. The Wellness Center is staffed by both professional health educators and trained peer educators.

The Health Education Program is located on the first floor of the McCormack Building, Room 614, and is open year-round from 8:30 a.m. to 6:00 p.m. Monday through Friday. For information, call 617.287.5680.

The Wellness Center is open Monday through Friday from 9 a.m. to 5 p.m. during the academic year. Health Education services, as described above, are available year- round by appointment. For more information, call 617-287-5680.

Student Life and Services

The Joiner Center

The William Joiner Center for the Study of War and Social Consequences, an academic and service center, assists veterans through such support programs as the Office of Veterans Affairs and the Veterans Resource Project. The Center also sponsors courses related to the study of war, in particular the war in Vietnam.

The Office of Veterans' Affairs offers academic counseling, referrals, and relevant information for all students and prospective students who are veterans or dependents of veterans. Staff members also assist in the certification of veterans for educational benefits. In addition, this office assists veterans in recording and reporting certain changes in their status as required by the Veterans Administration: changes in credit load per semester, withdrawal from the University, marital standing, and number of dependents.

The Veterans' Resource Project provides a range of services to students who are veterans. Recognizing the particular needs of many of these students, the project offers tutorial and advocacy services, academic and personal counseling, and opportunities for veterans to participate in projects and activities. The Project also provides support for the Veterans Upward Bound Program and for other student veterans groups and University programs.

Among the events of national significance the Joiner Center has sponsored are the Conference on the Concerns of Vietnam Veterans, as well as conferences on women and the military, and on the military and war films. The Center also sponsors a writers' workshop, the Vietnam Institute, and a program on Vietnam's city of Hue. In addition to presenting films, lectures, and symposia, the Center is involved in a number of academic projects. Recently it has acquired several major research collections and was selected by the Rockefeller Foundation Humanities Fellowship Program as the site for a three-year scholarly exploration of the Vietnamese diaspora.

Extending Opportunities

EVENING COURSES AND EVENING DEGREE AND CERTIFICATE PROGRAMS

For many students, responsibilities at work or at home make late afternoon or evening classes particularly convenient. The University serves these students by offering a wide variety of undergraduate and graduate courses from 4:00 to 10:00pm, with most scheduled to start at 6:00.

UMass Boston now has one of the largest selections of evening courses in the greater Boston area. What makes these courses unique is that they are not a separate division, but an integral part of the University. Students taking evening classes are students of UMass Boston, full members of the academic community; and evening courses are taught largely by the University's regular, full-time faculty. The credits and degrees that evening students earn are in no way different than those earned by students attending classes during the day. All UMass Boston students have the opportunity to register for day courses, evening courses, or to combine daytime and evening study during any semester.

All the University's Colleges—Liberal Arts, Science and Mathematics, Management, Nursing and Health Sciences, Public and Community Service, and the Graduate College of Education—are represented by evening course offerings. In the programs listed below, students can complete all degree requirements through evening study alone. Most classes start after 5:00pm. Degree requirements for programs marked with an asterisk can be completed through study in courses scheduled after 4:00pm. Certain upper level components, such as practica, student teaching, or clinical experience—required by the RN/BSN program of the College of Nursing and Health Sciences and by the Graduate College of Education's MEd programs—must be completed during the day.

Undergraduate Degree Programs

Community Planning
Computer Science
Criminal Justice
Economics
English
Gerontology
History
Human Services*
Labor Studies
Legal Education Services
Management
Nursing for RNs
Political Science
Psychology
Sociology

Undergraduate Certificate Programs

Alcohol and Substance Abuse Studies*
Geographic Information Technologies
Labor Studies
Law

Graduate Degree Programs

American Studies
Business Administration
Chemistry
Computer Science
Counseling
Critical and Creative Thinking*
Dispute Resolution
Education *
Education: Adapting Curriculum Frameworks for All Learners
Educational Administration (with the exception of four required courses offered during the day in the summer)
English*
English (Composition) *
History*
History/Historical Archaeology *
Instructional Design
Leadership in Urban Schools (EdD)
Applied Linguistics
Nursing, RN to MS Accelerated Pathway
Nursing and Management
Applied Physics*
Public Affairs
Applied Sociology
School Psychology
Special Education

Graduate Certificate Programs

Critical and Creative Thinking
Dispute Resolution
Women in Politics and Public Policy

Class Schedules

Most evening classes meet once a week for two and a half hours; the rest meet twice a week for one hour and fifteen minutes. Classes take place from Monday to Thursday evening. The semester calendar for evening courses is the same as for the rest of the University.

While the majority of those attending evening classes are matriculated students or certificate students, many people enroll in one or more courses as non-degree students. Their reasons for taking courses include professional advancement, personal enrichment, or simply the desire to experience University life before applying for admission. Non-degree students are welcome at UMass Boston: they may take any course, daytime or evening, in which space is available and for which they meet program and/or course prerequisites. In addition, all the certificate programs listed here are open to non-degree students. Whatever the reasons are for enrolling in the evening courses, evening students can take full advantage of the University's facilities for learning, research, and relaxation. For their convenience, the Offices of Admissions, Financial Aid Services, Registration and Records, as well as University Health Services, the Healey Library, the Clark Athletic Center, the Beacon Fitness Center, and UMass Boston's cafeterias are open in the evening.

UMass Boston offers Saturday courses on campus and additional evening courses at off-campus locations through the Division of Corporate, Continuing, and Distance Education. More information about these courses can be found in the "Corporate, Continuing, and Distance Education" section of this publication which follows.

THE DIVISION OF CORPORATE, CONTINUING, AND DISTANCE EDUCATION

The Division of Corporate, Continuing, and Distance Education (CCDE) extends the University's teaching and its community service, at no additional cost to the Commonwealth of Massachusetts.*

CCDE programs meet needs for particular schedules and locations, for special non-credit courses, and for courses designed for specific clienteles, such as professional groups or businesses. The Division's programs maintain the same high standard as all other University programs, and are developed with the participation and approval of the appropriate academic units. CCDE's summer session, winter session, and off-campus and weekend programs, described below, complement the University's commitment to the adult learner by providing greater accessibility to University resources. CCDE enhances the University's service mission through non-credit programs in such areas as alcoholism/chemical dependency treatment services, graduate test preparation, human resources management, information technology, manufacturing management, and Spanish court interpretation. Its Center for Technical Education offers courses for experienced tradespersons seeking approval to teach at a Massachusetts vocational/technical school.

CCDE also offers a number of programs that provide English instruction to speakers of other languages. In addition to traditional English as a Second Language (ESL) courses, these programs include intensive courses in university preparation and courses for business professionals in writing, oral communication, and accent reduction. CCDE aims to be as flexible and responsive as possible in adapting its offerings to the needs and circumstances of a diverse constituency, and is continually developing new programs and seeking new clients. It is a means for public service, an opportunity for high-interest and special-application learning and teaching, and a mechanism for innovation in the curriculum of the University.

The Division of Corporate, Continuing, and Distance Education relies on practical and imaginative proposals both from within the University and from outside groups and individuals. It welcomes comments, suggestions, and requests for information about its programs. CCDE's phone number is 617.287.7900. You can reach the office by email at: continuing.education@umb.edu. On the World Wide Web the CCDE branch of the University's web site is: www.ccde.umb.edu.

Summer Sessions

CCDE administers the University's summer program of undergraduate and graduate courses. Students use summer session courses to fulfill University requirements, pursue further studies in their areas of major interest, or explore disciplines new to them. Many special programs scheduled during the summer feature field activities which allow participants to use the region's cultural, historical, and natural resources to investigate topics introduced in the classroom. In addition, the University offers programs of study on Nantucket Island in marine biology, oceanography, and ornithology, as well as study abroad opportunities in Belize, Cuba, Haiti, Ireland, Mexico, and Vietnam.

The summer sessions have an "open enrollment" policy: any person who has completed a secondary school education may enroll in most courses (subject to course prerequisites). Students enrolled in degree programs at the University should consult the Summer Session Bulletin for specific regulations that govern their registration in summer session courses. Further information can be obtained from the CCDE Office.

Winter Session

Each January the Division of Corporate, Continuing, and Distance Education offers a selection of courses at UMass Boston. Like the summer session, the winter session offers matriculated and non-degree students many courses of special interest, and provides an opportunity for matriculated students to accelerate their progress.

The Off-Campus and Weekend Program

Through CCDE, the University offers undergraduate credit courses during the evening at off-campus sites in Braintree and Boston's Copley Square, and on Friday evenings and Saturdays at the UMass Boston campus. These courses make it possible for persons to begin a college program or to take courses for their own personal and professional development at convenient times and locations while also fulfilling work or family obligations.

The off-campus and weekend program also has an open enrollment policy similar to that of the summer session. Persons who successfully complete courses through the program are encouraged to apply for admission to the University as matriculated students. Once admitted, a student may apply credits earned through the program toward UMass Boston degree requirements. Credits earned in off-campus and weekend courses are also generally transferable to other colleges. Further information about off-campus and weekend course offerings may be obtained by calling the CCDE Office at 617.287.7900.

**CCDE is supported solely by the fees it generates through its courses and other services.*

The Division of Corporate, Continuing, and Distance Education

On-Line Courses, Certificates, and Degrees

Each semester, CCDE offers a number of undergraduate and graduate courses, and several certificate and degree programs, in an on-line, web-based format. On-line classes follow a specified academic calendar, but students may "attend class" where and when they want each week. All credit-bearing on-line courses have been developed by UMass Boston faculty, and carry the same academic credit as courses delivered in the traditional on-campus setting.

The following degree and certificate programs can be completed through on-line study:

Undergraduate Certificate Programs

Communications Studies
Community Media and Technology
Technical Writing

Graduate Certificate Programs

Adapting Curriculum Frameworks for All Learners
Instructional Technology Design

Graduate Degree Programs

MEd in Counseling
(Mental Health Counseling and School Counseling tracks)

Corporate and Continuing Education Center in Plymouth

UMass Boston's Corporate and Continuing Education Center in Plymouth provides training, undergraduate and graduate courses, and certificates for working professionals in such areas as manufacturing, education, information technology, and health care. The facility comprises classroom and meeting space, a state of-the-art computer lab, and an interactive videoconference studio.

Enriching the UMass Boston Experience: University-Wide Programs and Curricula

UNDERGRADUATE EDUCATION

Staff

Joan Lukas (Associate Dean, Undergraduate Education), Brenda Gordon (Assistant Dean), Donna Kaye (Associate Director, Core Curriculum Program)

FIRST-YEAR AND INTERMEDIATE SEMINARS

The courses listed here are part of the general education curriculum for students in the Colleges of Liberal Arts, Management, Nursing and Health Sciences, and Science and Mathematics. They are offered through a number of CLA, CNHS, and CSM programs and departments. "G" courses are seminars satisfying the Critical Analysis Requirement, and are designed for students in their first two years at the University (with 60 credits or less) and for advanced transfer students in their first semester. Enrollment is therefore limited to students in these two categories. The seminars are taught at two levels:

1) First-year Seminars, required of all students entering with fewer than 30 credits in Fall 2000 and thereafter; and
2) Intermediate Seminars, also required of those students, and required of transfer students entering with 30-89 credits in Fall 2001 and thereafter.

Courses satisfying the Critical Analysis requirement examine a topic or problem in some depth while addressing such academic capabilities as

- critical reading,
- critical thinking,
- clear writing,
- academic self-assessment,
- collaborative learning,
- information technology, and
- oral presentation.

First-year Seminars

Unless otherwise noted, first-year seminars carry 4 credits and meet for 4 hours a week.

More information on these seminars is available from the University Advising Center.

Academic Skills

SEM G114
Investigations Across the Curriculum
Working in teams and individually, students conduct library research; analyze and orally present arguments; and write and revise essays. Students ultimately evaluate the effectiveness of their own and others' arguments. Topics vary by section.

Section I: Literacy as Socialization

This section examines literacy as a socializing process for members of such groups as Native and African Americans, women, and immigrants. By becoming more informed about the history of literacy, including literacy "myths", students are better able to situate their own educational experience in rich historical, philosophical, ethnographic, and personal texts and contexts.
Prerequisite: CRW Z111.

Section II: Court Cases

This section is about arguments, particularly legal and related arguments that are used in the courtroom. Students follow court cases in the news, undertake library research, and write about the issues and arguments in Supreme Court transcripts.
Prerequisite: CRW Z111.

SEM G120
Mind-Body Connections
The course examines traditional and modern views of the mind and body, for example the interaction between physical awareness and mental functions, and connects these views to study strategies. Physical exercises—adaptable for disabled students—are integrated into most class sessions.

SEM G122
Communication Technology
This course explores historical and contemporary issues in communication technology. How have social, economic, and political interests influenced the development and use of communication technology? How has communication technology been used as a tool for education? What impact does the new communication technology have on the accessibility of information? Assignments include the use of the computer as a tool for critical analysis.
Ms Jahn

SEM G123
Cuba Today and Yesterday
Why do we have neither trade, tourism, nor political relationships with a country forty minutes away? Why fight over a six-year-old boy? Why has Fidel Castro been in power for forty years? To raise and answer such questions, this course makes use of material from literature, history, journalism, film, economics, and even comic strips.

SEM G125
Defining Freedom
By examining issues of race, class, and gender, participants look at what freedom has meant to different people in the United States. They are also asked to reflect on and write about their personal definitions of freedom, and to broaden and deepen the understanding they bring to their own historical situations.
Ms Welsh

Africana Studies

AFRSTY G115
Black Consciousness
This course examines the social, economic, cultural and political implications of the development of Black consciousness in twentieth-century United States. It considers the role played in these developments by Ida B Wells, WEB DuBois, Marcus Garvey, the Harlem Renaissance, the Civil Rights/Black Power movement, the Nation of Islam, and the Black Arts Movement. This course may count toward the Africana studies major.

Undergraduate Education

American Studies

AMST G110
US Society and Culture since 1945
The course focuses on three broad themes: work, family, and (im)migration, using all three to explore the diversity of American experience with regard to race, class, gender, and ethnicity (culture). This course may count toward the American studies major. Please note: Students may receive credit either for this course or for AMST 100 (American Identities), but not for both.
Diversity Area: United States.
Ms Rubin

Anthropology

ANTH G112
Understanding Human Behavior
The course addresses issues of diversity through the use of cross-cultural/US-based readings and lectures. This material provides students with a backdrop against which they can begin to understand how culture (including their own) creates and sustains belief systems, including but not limited to constructions of race, class, and gendered systems of knowledge. Please note: Students may receive credit either for this course or for ANTH C100 (Culture and Human Behavior), but not for both.
Diversity Area: International.

ANTH G113
Food and Society
This course explores how food is related to culture. Discussion topics include the origins of agriculture, food taboos, the social organization of eating, festivals, and feasting.

Art

ART G165
Art, Image, and the Media
Our exposure to visual imagery is unprecedented and images created by means of camera-based media—photographs, digital images, film, television and video—have a profound influence on our lives. Through lecture/discussion, readings, critical viewing, and projects, this seminar examines these media while providing students with skills to critically assess them and their impact on society.
Mr Polito

Classics

CLSICS G175
Athenian Democracy
The Athenians of the fifth century BC were the first to develop a form of government that allowed all citizens to participate in decision-making. This course examines the historical developments that led to this democracy and its fruitful consequences in art, comedy, and philosophy. Please note: Students may receive credit either for this course or for CORE C110 (Cultural History), but not for both.
Mr Rothwell

Communication Studies

COMSTU G102
Personal Information and Privacy: Others Gathering Personal Information About You
This course explores ways companies and the government gather personal information about you. It examines definitions and issues of personal rights and privacy. Topics may include compilation/building demographic databases; coding/grading customers; routing/using codes; sharing/selling customer data; surveillance/monitoring transactions; protection/your choices and your legal rights.
Ms Nelson

Economics

ECON G110
Economic Ideas
This course introduces students to fundamental economic concepts used by economists and other social scientists to analyze social problems. It addresses controversies in modern economics, including views of income distribution, and focuses on the market: how it functions to allocate scarce resources; its role in the distribution of income; and markets in social context. This course may count toward the major in economics. Please note: Students may receive credit either for this course or for ECON 100 (Introduction to Economic Issues), but not for both.
Mr Millman

English

ENGL G180
Women Between Cultures
This course examines issues facing women balancing more than one cultural tradition as they navigate family expectations, gender roles, and schooling in the US. Participants read and write about literature and autobiographical accounts by multicultural women as well as research by educators, social scientists, and historians in order to explore their own paths between cultures.
Ms Auerbach

ENGL G181
Literature and Visual Arts
This is a course about the artistic aspects of literature. Students consider the nature of art-what it is, what it does, why it matters. The course analyzes a variety of works drawn from three genres-the short story, poetry, and drama. Topics include censorship, public funding for the arts, and contemporary critical theory.
Ms Shaner, Ms Smith

ENGL G182
"Race" and "Ethnicity" in 20th Century US Literature
Students read 20th century literature by writers from diverse cultural backgrounds to (a) explore authors' views of community insiders and outsiders, and (b) investigate representations of "race" and "ethnicity" as depicted in this literature.

ENGL G183
Literature and Society
Introduction to the ways in which literary works represent a particular aspect of society, such as work, education, aging, or war. Close analytical reading of literary works with special attention to a writer's social milieu and choices of form (including figurative language and representations of speech), and how readers in varying social contexts have read and used the work.

ENGL G184
Technology and the Soul
A contemporary focus on the pervasive effects and influence of electronic technology on our lives. This course looks briefly at the past and ponders the future through fiction and non-fiction, group projects, and guest speakers with diverse views on this subject.

Undergraduate Education

ENGL G187
Examining Consciousness
Participants study the representation of the brain by reading scientific writings, popular essays, personal narratives, fiction, and poetry. Discussions explore the history of the study of consciousness, current scientific research, mental illness, and the sociopolitical issues and cultural attitudes surrounding these. This is not a traditional science or psychology course.
Ms Brown

French

FRENCH G150
Self and Other in French Literature
A study of individual identity within communities of other selves, through close reading and analysis of literary works by major modern French writers (Gide, Mauriac, Camus, Sartre). These works represent a broad range of viewpoints, from atheist to agnostic to believer. The essential human questions they pose challenge students to re-examine their own education, beliefs, and actions. All readings are in English.
Mr Thompson

History

HIST G190
Modes of Inquiry
This course focuses on the central activity of all academic fields: inquiry. Participants investigate the major approaches to understanding employed in the natural sciences, the social sciences, and the humanities. The course should be of particular interest to students undecided about their major.
Mr Smith

Honors

HONORS 101
Honors First Year Seminar
This course addresses directly, in an introductory fashion, questions of how knowledge is created and communicated in a variety of situations: within academic disciplines, in different cultures, and under changing social and technological conditions. Concrete exercises allow students to explore their own creativity in relation to the opportunities and constraints posed by such situations. Individual instructors may introduce a central topic or theme as well. All sections provide focused instruction in active reading, convincing writing, critical thinking, and oral performance. This course may be used to satisfy the University's First-year Seminar requirement.
Prerequisite: Honors standing or permission of the program director.
3 Lect Hrs, 3 Credits
Mr Cluster, Ms Jahn

Music

MUSIC G103
Music as Experience
An introduction to the art of music including musical elements and the creative process, historical styles, forms and composers. Participants study the cultural significance of representative works, as well as music's relationship to the other arts. Please note: Students may receive credit either for this course or for MUSIC C110 (Listening Experience), but not for both.
Mr Mitchell, Mr Walters

MUSIC G105
Music of the World
This course examines the power and function of music in pan-human context. Drawing on a wide variety of sounds and texts, students investigate the relationship between music and intellect, spirit, community, and environment. Special attention is given to how terms, concepts and values from various world musics illuminate and amplify our essential understanding of this human phenomenon. Please note: Students may receive credit either for this course or for MUSIC C110 (World Music), but not for both.
Mr Stubbs

Nursing

NURSNG G107
Understanding HIV Disease
This course provides a comprehensive overview of HIV disease. Scientific perspectives from virology, immunology, medical and epidemiological literature are presented. Selected works from the humanities describing the lived experiences of persons with HIV are also examined. The relationship between HIV disease and society is studied, including social, cultural, economic, policy, and moral/ethical issues. A comprehensive understanding of HIV is attained through the integration of multiple perspectives of this disease.
3 Lect Hrs, 1 Sem Hr/Wk, 4 Credits
Ms Smith

Philosophy

PHIL G104
Justice, Punishment and Reparation
This course explores three topics: (1) Crime, Punishment, and Responsibility; (2) Truth, Historical Injustice, and Reparations, and how they converge; and (3) Transitional Justice. Topics include moral justifications of punishment, criminal responsibility and blame, the memory of historical injustice, reparations to historically wronged groups, affirmative action, and truth and reconciliation commissions.

PHIL G105
Contemporary Moral and Social Problems
This course explores a number of important moral and social issues in the second half of the 20th century, including the bombing of Hiroshima to end World War II, and such issues as abortion, gun control, capital punishment, and mercy killing. This course may count toward the philosophy major with the permission of the Department.
Mr Swartz

PHIL G106
Justice and Money
Does money buy justice? If it seems to, then is this really justice? The course begins with the question of distributive justice: How should the resources of society be allocated if that society seeks to be morally just? Participants study three major theories of justice, and also investigate who has what, and why, and how they got it. This course may count toward the philosophy major with the permission of the Department.
Ms Tirrell

Undergraduate Education

PHIL G107
Self and Society
This course studies moral reasoning and the moral dilemmas we face as individuals and members of society. It examines philosophical theories of moral reasoning, and applies them to actual and literary situations. Studies focus first on moral problems associated with lying and deception, then on the development of moral character and its role in decision-making. This course may count toward the philosophy major with the permission of the Department.
Ms Rivera

PHIL G109
Moral Debate in Society
This course studies some contemporary problems of social ethics, particularly abortion, the death penalty, affirmative action, and world hunger and global justice. It introduces various positions on these issues, and the justifications that have been offered to support them. This course develops each student's ability to articulate a position clearly and defend it persuasively. This course may count toward the philosophy major with the permission of the Department.
Mr Wingo

PHIL G110
Equality and Justice
This course examines several forms of inequality: oppression and exclusion based on race and gender; the differences between born and unborn humans, and between humans and non human animals; and inequality in access to social goods such as health care. Participants examine issues of moral inclusion, justice and rights that underlie these inequalities.

PHIL G121
Mind and Reality
This course introduces a number of the "big" questions that philosophers grapple with: Do the objects that we seem to see and touch really exist? Does each of us possess a non-physical mind that is distinct from our brain, or is consciousness nothing more than a brain process? Are all things that happen, including all of our behaviors, causally determined? Do we have free will?

PHIL G130
Privacy
This course examines several of the current threats to privacy in the computer age related to drug testing, the assembling of personal information dossiers, genetic screening, privacy on the Internet, medical records, and workplace concerns. It makes use of philosophical, legal, and privacy rights. This course may count toward the major in philosophy.

Political Science

POLSCI G113
Issues of Political Identity at the Turn of the Century
This course addresses the question of how and to what ends people choose a political identity, what it means to them, and what kinds of political commitments follow from it. Drawing on readings from across the disciplines, from fiction and the press, it examines political identity and some of the conflicts it can produce.
Ms Fine

POLSCI G120
Political Controversies
This course uses case studies of conflict to build reading, writing, listening and speaking skills. The course aims to increase political literacy-the ability to analyze political problems. Participants study US and foreign controversies about the rights of citizens, minorities and immigrants; about the division of wealth and power; and about how legislatures, courts, and citizens resolve conflicts. Please note: Students may receive credit either for this course or for CORE C120 (Controversy), but not for both.
Mr Spence

Psychology

PSYCH G140
Measuring Intelligence
This course focuses on the broad topic of the measurement of intelligence. It looks at where the field of psychology has been in the past as well as how intelligence is quantified now. Participants discuss what measuring intelligence means for us personally and culturally, considering both the potentially positive and negative effects that this type of assessment can have. This course may not be counted toward the psychology major.
Ms Wainwright

Study of Religion

RELSTY G130
Religious Issues in the US
This course covers three themes-religion and public life, violence and non-violence, sexes and sexualities. Students become familiar with a range of major religious thinkers and formulate their own constructive positions. This course may count toward completion of the Study of Religion Program.
Ms Sands

Sociology

SOCIOL G110
Insiders/Outsiders
This course examines issues of identity that prevent people from being part of communities and that interfere with those communities' abilities to embrace all of their potential members. Issues of class, race, ethnicity, sex, gender, and sexuality are examined in the context of power and inequality. Readings include autobiographical materials, scholarly articles in sociology and other fields, and analytical essays.
Ms Disch, Ms Struzziery

Spanish

SPAN G120
Travel Narratives: Latin America
This course examines the ways in which travelers to Latin America have described their impressions of the region. Participants analyze a series of readings beginning with Columbus' account of his first voyage to America, looking at both the information they convey about the continent and its people, and the ideology they promote.
Ms Estow, Ms Blum

Undergraduate Education

SPAN G125
Understanding Language
This course explores the workings of human language, addressing such questions as how do we learn our native language, how do we use it? What is good language? Why is it so hard to learn a second language? Who makes the rules of a language? Social and scientific language issues are discussed, making this course a tool for general learning.
Ms Torrego

SPAN G160
Exile: The Latin American Experience
Written from afar, Latin American literatures of exile offer alternative representation of home and nation. This course examines the impact of exile on literary writing and personal and collective identities. Topics include: exile in literature/film, the imagined communities abroad, and exile and its impact on the global community.
Ms Sierra

Theatre Arts

THRART G102
Contemporary Issues in Theatre
This course introduces students to the world of the theatre from a practical perspective, including script and scene study, elements of theatrical design, writing about theatre, and developing an appreciation of plays from a performance perspective. Performance is required. This course may count toward the theatre arts major as a course in dramatic literature.
Mr Conlon

THRART G108
Plays from Page to Stage
Playwrights create works that get produced. How? By whom? Participants study how directors develop concepts; how collaboration with designers, actors, and technicians bears fruit; and how productions are promoted. The course also examines the rehearsal process, and looks behind the scenes to where sets and costumes get built, lights are hung, and tech rehearsals begin and build to opening night.

THRART G110
Opera as Drama
Designed for students with little or no experience with opera. Participants explore the nature of drama; tragedy; melodrama; comedy; tragicomedy. Discussions also include the presentation of opera in terms of costume, spectacle, "acting" style, and other elements.

Women's Studies

WOST G120
Women and Men in Families
Has feminism destroyed the traditional family? Would marriages last longer if women and men shared family responsibilities equally? Does society still need to make major changes if we want both women's rights and stable families? Participants read, discuss, debate, and make up their own minds on these issues. This course may count toward the major and the minor in women's studies.
Ms Humez

Intermediate Seminars

Prerequisites for all Intermediate Seminars include ENGL 101-102, a First-year Seminar (except for transfer students not required to take a First-year Seminar), and 30 or more credits. Unless otherwise noted, Intermediate Seminars carry 3 credits and meet for 3 hours a week.

Africana Studies

AFRSTY G292
African Caribbean Literature
This course examines the development and significance of Afro-Caribbean literature in the 20th century. Texts are examined both individually and in relation to each other. Emphasis is given to the development of post-colonial themes and techniques in Caribbean sociocultural contexts, asking what "post-colonial" means to writers of different Caribbean nations. This course may count toward the major or minor in Africana studies.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self assessment, collaborative learning, information technology, oral presentation.
Mr Prou

American Studies

AMST G212
The US in the Eighties
This course examines the politics and experiences of President Reagan's "morning in America," including family life, work, and organized labor; changes in the pattern of wealth and poverty; the enlargement of the role of the media in culture and politics; and US interventions in Central America and elsewhere. The course may be counted toward the American studies major or minor.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self assessment, collaborative learning, information technology.

AMST G240
War in American Culture
The course examines American cultural productions (essays, novels, poems, films) centered on the nation's wars, focusing on the "American Way of War"; images of the soldier/veteran; and images of the enemy. Material is analyzed through the perspective of the Idealist, the Jingoist and the Dissenting—perspectives found in cultural artifacts dealing with America's wars. Counts toward the major in American studies.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Mr Atwood

Anthropology

ANTH G220
Indigenous Peoples and Cultural Change in Amazonia
This course focuses on indigenous peoples of South America's Amazon region, and persistence and change in their cultures and histories, from 1500 to the present— especially in response to European colonizers, missionaries, modern states, and contemporary rain forest development. Participants consider the human rights issues involved, and critique conventional European representations of Amazonians, in ethnography, literature and film.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self assessment, collaborative learning, information technology.
Mr Sieber

Undergraduate Education

ANTH G221
Controversies in Anthropology
This course focuses on two current controversies in anthropology in order to understand how controversies develop, how to evaluate various positions in a controversy, and the grounds for taking a stand in a controversy. It also introduces some basic concepts and methods of anthropological research. The course may be counted toward the anthropology major.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, information technology, oral presentation.
Mr Harwood and Staff

ANTH G222
Aztecs and Spaniards in the Conquest of Mexico
The defeat of the Aztec Empire by a small band of Spanish soldiers led by Hernan Cortes permanently changed the way Europeans understood the world, at the same time that it subjugated Mexico's indigenous population to the institutions of colonial rule. Both sides of this important cultural encounter are studied through a close examination of narratives about the conquest written a few days or a few decades from the events themselves. The course may be counted toward the anthropology major and completion of the Latin American studies program.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self assessment, collaborative learning, information technology, oral presentation.
Ms Zeitlin

ANTH G223
Afro-Caribbean Religions
The purpose of this course is to examine several of the better known Afro-Caribbean religious movements that have played a major role in the modern history of the Caribbean region. Historical influences from Europe, Africa and the Americas will be addressed. The course provides an introduction to the anthropological study of religion and to the field of Caribbean studies.
Capabilities addressed: Critical reading, critical thinking, clear writing,information technology.
Mr Waters

ANTH G224
The Rise and Fall of the Maya
This course focuses on the rise and fall of the Maya civilization in Central America. It considers their origins; political, economic, and social organization; religion and ideology; their eventual collapse; and the contemporary Maya. Discussions include the latest theories and controversies in Maya studies. This course may be counted toward the anthropology major.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, information technology, oral presentation, academic self assessment.
Ms Sullivan

ANTH G230
Archaeological Myth and Mystery
This course focuses on critically exploring the myths, mysteries, frauds, and fantasies surrounding archaeology. Topics include sunken continents, aliens, early visits to the Americas, archaeoastronomy, psychic methods, and New Age religion. The goal is to examine diverse claims about the past, good and bad uses of archaeological evidence, and the persistence of popular misconceptions about archaeology and history. This course may be counted towards the anthropology major.
NOTE: Students who received credit for ANTH 230 (Archaeological Facts and Fantasies) may not receive credit for this course.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, information technology, oral presentation.
Mr Silliman, Ms Sullivan

Art

ART G268
Photography and Society
Photographs have been used to record identity, document events, sell products, commemorate family milestones, and classify the material world. This course introduces students to the ways that everyday photographs shape our images of the past and present and examines where they came from, how we use them, and what values they encode. The course includes frequent writing assignments and group projects. It may be counted toward the art major.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, oral presentation, academic self assessment.
Ms McCauley

Classics

CLSICS G210
The Greeks
Many of today's debates—the role of women in society, how to share political power, our role in a seemingly chaotic world—were formulated by the Greeks 2500 years ago. In this course participants analyze and discuss literary, philosophical, historical, and artistic works in order to see what solutions the Greeks arrived at.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Mr Rothwell and Staff

CLSICS G215
Women of Rome
This course introduces students to the world of women in ancient Rome. Through a close, interdisciplinary analysis of the evidence—including depictions of women in visual, literary, and documentary sources, in addition to the growing body of secondary literature—participants become acquainted with the basics of feminist theory and some of the most important works of Roman art and literature. This course may count toward the major in classics.
Capabilities addressed: Critical reading, critical thinking, clear writing, information technology.

CLSICS G220
Myth in Literature and Drama: Orestes
The course studies ancient and modern versions of the myth of Orestes, who killed his mother to avenge his father, along with discussion of its religious, psychological, social, and political meanings. Homer, Pindar, Aeschylus, Sophocles, Euripides, Seneca, TS Eliot, Eugene O'Neill, and Jean-Paul Sartre are among the authors read. The role of myth in culture is discussed. This course may count toward the major or minor in classics.
Capabilities addressed: Critical reading, critical thinking, clear writing, oral presentation.
Mr Nisetich

Undergraduate Education

Economics

ECON G212
Economics of the Metropolitan Area
Why do some metropolitan areas prosper while others fall on hard times? This course examines the underlying economic forces that shape the development of metropolitan areas, paying special attention to policy issues regarding land use, housing, transportation, and poverty. The course may count toward the major in economics.
Prerequisite: (in addition to the prerequisites listed above for all Intermediate Seminars) ECON 101.
Capabilities addressed: Critical reading, critical thinking, clear writing, information technology.
Mr Marcelli, Ms Stevenson

English

ENGL G262
The Art of Literature
This course explores and imagines the world of literature—the imagination as it finds creative expression in language. Why do we call some writing "literature"? What makes us label something "art"? Through fiction, poetry, and drama, participants learn about literary devices and terminology and develop an appreciation for the writer's craft.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Ms Srikanth and Staff

ENGL G263
The Art of Shakespeare
An introduction to Shakespeare's comedies, tragedies, and historical plays, with attention to his poetry, images, and themes. Attention is given to the nature of drama, issues of performance and interpretation, and the reading of Renaissance English. Students may receive credit either for this course or for ENGL C225 (Introduction to Shakespeare), but not for both. This course may count toward the major or minor in English.
Capabilities addressed: Critical reading, critical thinking, clear writing, oral presentation.
Ms Shaner

ENGL G272
The Art of Poetry
"If I feel physically as if the top of my head were taken off I know that it's poetry" (Emily Dickinson). Participants in this course read poetry, discuss poetry, write about poetry, and possibly write poetry in this introduction to the art and craft of poetry. Discussions cover such topics as slant rhyme, syllabics, synesthesia, free verse, the Elizabethan sonnet. This course may be counted towards the English major.
Capabilities addressed: Critical reading, critical thinking, clear writing, oral presentation.
Ms Annas

ENGL G273
The Art of Fiction
Introduction to themes and forms of fiction. Close analytical reading of stories and novels with special attention to an artist's historical and cultural milieu, and to an artist's choices of form (including thematic repetition and variation, narrative point of view, setting, characterization, plot and action, imagery, figurative language, and representations of speech). Emphasis on writing critical and interpretive papers. Please note: Students may receive credit either for this course or for ENGL C204 (The Nature of Literature: Fiction), but not for both.
Capabilities addressed: Reading, writing, critical thinking, information technology, oral presentation.
Ms Smith

ENGL G274
The Art of Drama
Introduction to themes in drama. Close analytical reading of plays with special attention to context. Focus on character development, figurative language, setting, imagery and action. Please note: Students may receive credit either for this course or for ENGL C203 (The Nature of Literature: Drama), but not for both.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Ms King

ENGL G276
The Art of Life Writing
Introduction to life writing. Close analytical reading of memoirs, personal essays, bio-graphies and autobiographies with special attention to a writer's historical and cultural milieu, and to a writer's choices of form (including narrative points of view, setting, characterization, scene and summary, figurative language, and representations of speech). Please note: Students may receive credit either for this course or for CORE C120 (Controversy), but not for both. This course may count toward the major or minor in English.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self-assessment, collaborative learning, information technology, oral presentation.
Ms Smith

ENGL G278
Traits of the Irish Peasantry: Community and Culture in Pre-Famine Ireland
This course investigates how imaginative literature contributes to an understanding of the political and social history of Ireland in the decades preceding the great national disasters of famine and emigration in the middle of the 19th century. The course may be applied toward completion of both the English major and the Irish Studies Program requirements.
Capabilities addressed: Critical reading, critical thinking, clear writing, information technology, oral presentation.
Mr O'Grady

German

GERMAN G225
History of Witch Hunts in Europe
How could over 100,000 persons have been executed for the crime of witchcraft in Europe during the 16th and 17th centuries? Using approaches from anthropology, women's studies, history, and folklore, the course investigates this complex phenomenon. Texts to be read also include primary documents (theological and scientific treatises, trial records, letters). This course may count toward the German studies major or minor.
Capabilities addressed: Critical reading, critical thinking, information technology.
Ms Horsley

History

HIST G203
Leaders in History
This course studies six great world leaders, in order to understand political power and the role of the individual in influencing the course of history. Each example studied serves as an introduction to historical problems and periods, from ancient to modern. In the

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process, key concepts for understanding history are introduced and discussed. This course may count toward the major or minor in history. Please note: Students may receive credit either for this course or for HIST C202 (The Individual in History), but not for both.
Capabilities addressed: Critical reading, critical thinking, clear writing, oral presentation.
Mr Foss

HIST G224
Revolutionaries
In the centuries since it exploded on the scene, capitalism has continued to remake the world. This course examines the capitalist revolution and the revolutions
that followed—the French, the Russian, and others—as seen "from the bottom up," through the eyes of artisans, peasants, and wage workers. This course may count toward the major or minor in history. Please note: Students may receive credit either for this course or for HIST C223 (Revolutions in Modern History), but not for both.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Mr Hunt

HIST G290
Globalization in Historical Perspective
The development of the world economy since 1750 and its relationship to other global phenomena: industrialization, social and cultural modernization, imperialism, and the worldwide adoption of the political model of the nation-state. The course provides a foundation in history for the discussion of contemporary issues.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self-assessment, collaborative learning, information technology, oral presentation.
Mr Smith

Italian

ITAL G266
Women in the Renaissance
In the Italian Renaissance (c. 1300-1600) women were visible not only as subjects of male writers, philosophers, and artists but as writers, philosophers, and artists in their own right. By exploring their depiction in literature and the arts, this course considers women both as the object of works by males and as active contributors to culture. This course may count toward the major in Italian. Please note: Students may receive credit either for this course or for CORE C110, but not for both.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, information technology, oral presentation.
Ms Bassanese

Latin American Studies

LatAm G210
Food, Culture, and Society in Latin America
This course explores the history and cultural significance of food in Latin America. Topics include indigenous agriculture; ritual uses of food; how European colonization changed food habits; the development and social impact of export crops; food and national identities; and problems of food self sufficiency. Assignments, including some field work, also examine food and cultural stereotyping. Counts toward the concentration in Latin American studies.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, academic self-assessment.
Ms Blum

Modern Languages

MDNLNG G210
Great Books
This course provides instruction and practice in the careful reading, analysis, and enhanced understanding of a limited number of great or classic works of literature, ancient and modern, from various national literary cultures. The readings acquaint students with culturally and/or aesthetically significant literature and heighten their awareness of the centrality of great literature to human experience. Please note: Students may receive credit either for this course or for CORE C150, but not for both.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Ms Burgin

Music

MUSIC G253
Black American Music
A study of musical activity of Black Americans and the vital role it has played in the development of musical performance in the United States. The study includes an examination of the genres and styles that characterized the music from its earliest manifestations among a people in slavery to the rap beat of the late twentieth century.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, information technology, oral presentation.
Mr Walters

Philosophy

PHIL G201
Morals and Law
This course examines moral dilemmas within the law and the moral foundations of law in a democratic society. Current cases focus on moral foundations of justice, and include property rights, personal moral and political philosophy, and selected Supreme Court cases. This course may count toward the philosophy major.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Ms Smith

PHIL G207
The Meaning of Life
Reading in this course centers around this question: Does life have meaning? If so, what is it? The course considers whether the question is coherent and whether religion, morality or the search for knowledge are possible answers to it. It also considers arguments that life is meaningless. Finally, discussions focus on what the rational attitude toward death should be. This course may count toward the major in philosophy.
Capabilities addressed: Critical reading, critical thinking, clear writing.
Ms Rivera

PHIL G214
The Idea of a Nation
This course examines concepts for designating groups of people such as "nation," "people," and "ethnic group." It inquires into the proper relationship between nation and state; the possibility and scope of a right to realize that relationship; the relation of class divisions to national identity; the specific features of American nationality; and the roots and means of resolving national and ethnic conflicts.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self-assessment, collaborative learning, oral presentation.
Mr Silver

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Political Science

POLSCI G230
Globalization and Its Discontents
Today, the explicitly ideological term "globalization" is used to suggest convergences and to persuade diverse publics that one or another global policy is to the benefit of all. Both the advocates of political and economic globalization and their opponents sometimes use similar aspects of globalization to advance quite different platforms. This course explores contending points of view concerning diverse aspects of the "globalization debate."
This course may count toward the major in political science.
Capabilities addressed: Critical reading, critical thinking, clear writing, information technology.
Ms Fine

POLSCI G240
Politics, Probability, and Human Health
We are bombarded with competing claims about risks to human health and how best to reduce them. Is cancer increasing or decreasing? Does cholesterol screening save lives or waste money? Are pesticide residues dangerous or harmless? How can ordinary citizens assess which claims are well-founded? What role does politics play in shaping what we know and do not know about disease trends, causes, and methods of prevention? Please note: Students may receive credit either for this course or for CORE C140, but not for both. This course may count toward the major or minor in political science.
Capabilities addressed: Critical reading, critical thinking, clear writing, information technology, oral presentation.
Ms Paul

POLSCI G 245
Reading the Newspaper
The newspaper is the most familiar and widely used of all complex printed texts. It plays a critical role in a democratic society by supplying information citizens need in order to understand and make competent judgments about the world. By examining how a world-class newspaper goes about its business, the course seeks to help participants become more skillful, rigorous, efficient, and critically self-aware readers.
Capabilities addressed: Critical reading, critical thinking, clear writing, information technology.
Mr Simonds

Russian

RUSS G268
Russian Short Masterpieces
An introduction to Russian literature through close readings of short works by Russia's greatest writers. The course explores the writers' artistic worlds, examines the profound moral and social questions they raise, and provides insights into Russian culture and society. Particular attention is given to interpreting and writing about literature. This course may count toward the Russian Studies major. Please note: Students may receive credit either for this course or for RUSS 269 (Short Masterpieces of Russian Literature), but not for both. The course is taught in English.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, oral presentation.
Ms Haber

Study of Religion

RELSTY G204
Buddha, Jesus, and Plato
This course addresses the world views expressed in the earliest writings associated with Plato, Jesus, and Buddha, focusing on their different answers to the question, "What finally matters?" Participants acquire skills in gaining an appreciative understanding of challenging views different from their own; thinking critically about religion and morality; and developing their own views about what finally matters. This course may count toward the concentration in the Study of Religion. Please note: Students may receive credit either for this course or for RELSTY C104 (Socrates, Jesus, Buddha), but not for both.
Capabilities addressed: Critical reading, critical thinking, clear writing, academic self-assessment.
Mr Lafargue

Sociology

SOCIOL G211
Race and Power in the US
The focus of this course is a comparative look at three reparations movements: Japanese-American, African-American, and Native American. It addresses such issues as legislative and judicial strategies; and the historical and contemporary situations of these racial/ethnic groups in the context of race and power in US society. The course may be counted toward the major or minor in sociology.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning, information technology.
Mr Schaefer

Spanish

SPAN G200
Boston Speaks
What languages do Bostonians speak? How do they work? What do our languages tell us about ourselves? This course investigates the underlying structure of Boston languages and how our perception of them—in terms of status, legitimacy, and complexity—are shaped by power relationships and human psychology. The course is taught in English.
Capabilities addressed: Critical reading, critical thinking, clear writing, collaborative learning.
Mr Minkoff

Women's Studies

WOST G205
Women and Adventure
We will read and analyze the life stories of unconventional women from a variety of different backgrounds and historical periods, in order to explore what "adventure" has meant to women. Readings will include biography, memoirs, letters, travel narratives, spiritual transformation stories, and other "true" narratives. We will ask how adventurous women have defined their quests and justified their violation of womanly norms of their day. This course may count toward the Women's Studies major or minor.
Ms Humez

Undergraduate Education

QUANTITATIVE REASONING COURSES

Students completing the quantitative reasoning requirement will demonstrate the ability to

- pose problems involving quantitative relationships and real-world data by means of numerical, symbolic, and visual representations of phenomena;
- solve problems, deduce consequences, formulate alternatives, and make predictions;
- apply appropriate technologies in these processes; and
- communicate and critique quantitative arguments orally and in writing.

Mathematics

MATH Q114
Quantitative Reasoning
This course covers the basic algebra and technological tools used in the social, physical and life sciences to analyze quantitative information. The emphasis is on real world, open-ended problems that involve reading, writing, calculating, synthesizing, and clearly reporting results. Topics include descriptive statistics, linear, and exponential models. Technology used in the course includes computers (spreadsheets, Internet) and graphing calculators.
Prerequisite: Math placement test score above the MATH 099 level.
3 Lect Hrs, 3 Credits

Political Science

POLSCI Q221
Introduction to Quantitative Methods
This course is designed as a basic beginning course in quantitative methods for students in the social sciences who have little or no quantitative background. The course focuses on the "real world" application of basic quantitative methods to political and socioeconomic problems. Participants learn how to read statistical tables, collect and analyze data, make decisions on inferences based on these analyses, and present quantitative data in a convenient form. Statistical topics include descriptive statistics, the fundamentals of hypothesis testing, the general linear model, and probability theory. Technology includes computers (statistical software and the Internet).
Prerequisite: Math placement test score above the MATH 099 level.
3 Lect Hrs, 3 Credits

WRITING PROFICIENCY REQUIREMENT

The College requires students to demonstrate proficiency in writing by either passing a proficiency examination or submitting a satisfactory portfolio of papers before the beginning of the junior year. For a more complete discussion of the Writing Proficiency Requirement, see page 69.

ACADEMIC SUPPORT

The Office of Academic Support offers a comprehensive array of programs designed to enable students to succeed in their studies. The focus of these programs is on coursework and tutorials, but students are also invited to seek assistance through this office with any problems that impinge on their academic careers. Office location: M-3-421; 617.287.6550.

In addition to courses, Academic Support Programs offers individual and group tutorials in general study skills, reading, writing, and subject areas. A Reading, Writing, and Study Skills Center and a Mathematics Resource center are associated with the office. Detailed descriptions, schedules, and locations for these offerings are posted in the Office of Academic Support Programs.

English as a Second Language Center

The English as a Second Language Center serves students whose native language is not English. It offers intensive course work in listening and speaking, reading, grammar, and writing. It also helps orient students to the University, provides them with advising information, and monitors their progress. The Center is housed in the Office of Academic Support Programs.

Staff

Mark Pawlak (Program Director), Susan Irvings (Director, Critical Thinking), Cynthia Jahn (Director, Tutoring), Polly Welsh (Director, Directions for Student Potential)

The Programs

The Office of Academic Support Programs offers a series of courses that introduce students to the fundamental principles of college-level learning and give them intensive training in the use of those principles in their other courses. Two courses (CRW Z111, CRW Z112) introduce students to academic thinking; they focus on the critical reading and analysis of texts drawn from courses across the liberal arts curriculum, and in the writing of academic papers. CRW 221 is a critical analysis and writing course for new transfer students. Three other courses (MATHSK 097, MATHSK 098, and MATHSK 099) focus on helping students successfully learn quantitative material that they will encounter in various courses.

The faculty also teach several General Education First-Year Seminars, as noted below.

Courses

First-Year Seminars

SEM G114
Investigations Across the Curriculum

SEM G120
Mind-Body Connections

SEM G122
Communication Technology

SEM G123
Cuba Today and Yesterday

SEM G125
Defining Freedom

For a complete description of these courses, see the "First-Year and Intermediate Seminars" section of this publication.

Critical Reading and Writing Courses

CRW Z111*
Critical Thinking I
This course focuses on the fundamental intellectual skills of critical thinking, reading, and writing needed to succeed in college level studies. Using materials drawn from various disciplines in the college curriculum, students develop their ability to recognize and discuss ideas. By learning to relate generalization to supporting ideas and to identify the patterns into which ideas are structured, students gain practice in applying effective strategies for understanding college material. The class meets on a regular basis in a computer lab where students use computers to develop these analytical capabilities and apply them to course work. 3 Lect Hrs, 3 Credits (Pass/Fail only)

CRW Z112*
Critical Thinking II
In this course, students gain experience in the processes of intellectual inquiry as it is practiced in the liberal arts and sciences. Through both oral and written presentations, they analyze and interpret readings taken from college-level texts. They learn to distinguish the methods authors use in developing their ideas and the differences and similarities among perspectives of various authors, as well as to recognize implications and to question authors' purposes. The class meets on a regular basis in a computer lab where students use computers to develop these analytical capabilities and apply them to course work.
3 Lect Hrs, 3 Credits (Pass/Fail only)

The following three courses are administered through the Writing Proficiency Office. Credit for these courses is awarded after the student passes the WPR.

CRW 221
Interdisciplinary Critical Thinking
Students practice critical thinking strategies and examine transfer students' acquired knowledge by inquiring: How is knowledge transformed when it is transferred to new academic communities? What discipline-specific expectations can students meet by depending on prior experience? How do research criteria and restrictions differ by discipline and learning institution? Which schemata and theories work across disciplines?
3 Lect Hrs, 3 Credits

CRW Z282
Elements of Writing Proficiency
A course for upper-level students who need further work on those critical reading, writing, and thinking abilities necessary to complete the writing proficiency requirement. Intensive instruction and practice in analyzing and synthesizing readings and in developing and documenting essays based on multiple readings. Students must complete 1-2 papers appropriate for submission in a writing proficiency portfolio. A conference with the director of the writing proficiency requirement is recommended before registering. Course enrollment is limited to 22 students.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits (Pass/Fail Only)

*Students who place into Critical Reading and Writing courses CRW Z111 and CRW Z112 must take these courses before the First-year Seminar.

Academic Support

CRW Z283
Proficiency in Analytic Writing
This course is for students who have had repeated difficulty completing the writing proficiency requirement. The course explores a broad theme or topic, reading texts drawn from different disciplines. The course functions as an intensive writing workshop, providing instruction and practice in critical reading, writing, and thinking. Students must develop three critical papers, based on multiple readings, that form the basis of a writing proficiency portfolio. A conference with the director of the writing proficiency requirement is mandatory before registering. Course enrollment is limited to 15 students.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits (Pass/Fail Only)

Mathematical Skills Courses

MATHSK 097*
Pre-Algebra Mathematics
This course aims to overcome students' fears of mathematics. It builds self-confidence through successful mathematics skill development and problem solving. It lays a mathematical foundation for the study of algebra and exposes students to the kinds of quantitative reasoning encountered in the social and physical sciences. Topics include whole numbers; fractions; decimals; percents; signed numbers; graphing; dimensional analysis; English and metric measurement; perimeter, area, and volume; mean, median, and mode; simple interest; and formulas.
Prerequisite: A suitable score on the mathematics placement test.
3 Lect Hrs, 3 Credits (semester credits but not graduation credit) (Pass/Fail only)

MATHSK 098*
Fundamentals of Algebra
A course for students who never studied algebra in high school, or who studied it long ago or ineffectively. Introduction to algebraic notation and concepts so that students will be successful in math, and in introductory physical and social science courses. Development of successful study and test-taking techniques. Algebraic expressions—simplification, combination, and evaluation; linear equations—solving, graphing, and using them to solve word problems; exponents; scientific notation; and proportions.
Prerequisite: A suitable score on the mathematics placement test.
3 Lect Hrs, 3 Credits (semester credits but not graduation credit) (Pass/Fail only)

MATHSK 099*
Intermediate Algebra
For students with a weak math background who want to develop skills for further work in mathematics or science courses. Covers basic high school mathematics. Topics include multiplying and factoring polynomials, linear equations and straight lines, fractional exponents and radicals, ratios of polynomials, quadratic parabolas, systems of simultaneous linear equations, and word problems. Generally limited to students with less than 3 years of high school math preparation.
Prerequisite: A suitable score on the mathematics placement test.
3 Lect Hrs, 3 Credits (semester credits but not graduation credit) (Pass/Fail only)

*Students who place into MATHSK 097, 098, or 099 must take these courses before satisfying the Quantitative Reasoning requirement.

UNIVERSITY HONORS PROGRAM

Faculty

Professor Monica McAlpine, Director; Professor David Hunt, Associate Director

The Program

Commonwealth Honors

The University Honors Program at UMass Boston is a "Commonwealth Honors Program." This designation is conferred by the Massachusetts Board of Higher Education on those honors programs that meet the Board's rigorous academic standards for honors programming.

Eligibility

The University Honors Program is currently open to students enrolled in

- the College of Liberal Arts
- the College of Management
- the College of Science and Mathematics
- the College of Nursing and Health Sciences

Eligibility depends upon evidence of academic achievement. Incoming freshmen and transfer students, as well as continuing students, are invited to apply for admission. Brochures and application forms are available in the Honors Program Office (Healey Library, 8th floor, room 03). An interview with the director of the program is required.

The Honors Curriculum

The Honors Program offers students an extraordinary opportunity to pursue their educational goals to the full extent of their interests and abilities. The program involves each student throughout his or her full course of study. It encourages academic excellence by bringing its members into intimate contact with like-minded fellow students and concerned, enthusiastic faculty members. The program's policies are guided in their implementation by an advisory board.

Students in the program take accelerated and enriched courses, meet together for presentations and discussions in a junior year colloquium, and complete senior honors projects under the guidance of faculty mentors. Students are encouraged to present their work at state and national conferences. A seminar room provides access to computers and space for informal gatherings among students and faculty affiliated with the program.

On successful completion of the program and all graduation requirements, each student's official transcript carries the designation "Honors Program Scholar."

Requirements

The Freshman Year (6 credits)

Students take

- an accelerated Honors section of English composition (Some students may be advised to take an additional semester of composition.) and
- the Honors First-year Seminar (HONORS 101).

The Intermediate Level (12 credits)

Students are required to select four intermediate (200-) level honors courses (3 credits each); four such honors courses are offered each semester. These courses are designed specifically for the students in the program by faculty invited to prepare
honors courses in their areas of expertise. Each section is limited to 20 students.

Honors courses are drawn from a broad range of disciplines; they emphasize student participation and a reliance on primary source material. The regular offerings of the Honors Program are enhanced by special topics courses, under the rubric of HONORS 290. One or more is offered each semester; recent offerings include, among others, "Melancholia" and "Imagining Mars." All intermediate level courses may be used, by Honors Program students only, to meet University General Education requirements. Students in the Honors Program wishing to so use honors courses must have certification from the program director.

At this writing, one Honors intermediate level course has been certified as meeting the University's diversity requirement: see HONORS 246.

Junior Year Colloquium (3 credits)

The Colloquium is designed as an integrative experience dealing with issues around a specific theme that varies from semester to semester. The course explores principles and methods of research common to many fields. Guest experts from the campus and beyond contribute to the conversation. Themes offered and planned include "Humor: Interdisciplinary Approaches," "Plagues and Peoples" and "Green Chemistry."

Senior Honors (3 to 12 credits)

To complete the University Honors Program, students are ordinarily expected to fulfill the Honors requirements of their respective majors or programs. Major programs vary significantly in the credits assigned to Senior Honors Projects. In cases of students majoring in areas that do not have senior honors, or if students wish to develop interdisciplinary honors projects, ad hoc faculty committees will be formed by the Honors Program. In such cases, the student receives 3 to 6 credits in HONORS 490 for successful completion of the project. All senior projects must be presented orally in some forum.

Additional Requirements

1. Students must show completion, through course work, placement test, or other evidence, of precalculus or statistics and two years of foreign language, or calculus and one year of foreign language.
2. Honors students must maintain a GPA of 3.2.
3. Honors courses may not be taken on a pass/fail basis.

University Honors Program

Courses

Note: Typically, each of the courses described below is offered once every two years. Exceptions are noted in individual course descriptions.

HONORS 101
Honors First-year Seminar
This course addresses directly, in an introductory fashion, questions of how knowledge is created and communicated in a variety of situations: within academic disciplines, in different cultures, and under changing social and technological conditions. Concrete exercises allow students to explore their own creativity in relation to the opportunities and constraints posed by such situations. Individual instructors may introduce a central topic or theme as well. All sections provide focused instruction in active reading, convincing writing, critical thinking, and oral performance. This course may be used to satisfy the University's First Year Seminar requirement. (Offered every year.)
Prerequisite: Honors standing, or permission of the program director.
3 Lect Hrs, 3 Credits
Mr Cluster, Ms Jahn

HONORS 220
Introduction to Poetry
This course provides an introduction to the reading of poetry. It seeks to help students feel at ease with varieties of poetic expression, and to foster the development of independent, critical responses to poetry. Emphasis is given to the relations between poetry and some of the other arts, particularly painting, sculpture, music, and architecture.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Helms, Mr Schwartz

HONORS 226
Shapers of the 17th Century
A study of four figures whose lives and work illustrate the enormous creativity of the seventeenth century: Richelieu, Kepler, Rembrandt, and Leibnitz. Their diverse fields of achievement necessitate inquiries into history, politics, philosophy, mathematics, science, and art.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Bookbinder

HONORS 234
The Idea of Utopia
The course examines the persistence of utopian thinking in a wide range of philosophical and literary texts from Plato through the twentieth century. Students are expected to make occasional class reports, to undertake limited research projects in small groups, and to present their projects publicly at the end of the term.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Crossley

HONORS 242
The Cold War: The Asian View
This course examines how the dropping of the atomic bomb and its justifications helped to launch the Cold War, as traditional assumptions about "oriental" combined with fears of Communism to create a "foreign other." Drawing a parallel with "subversive" and "deviant" domestic enemies, the course concludes by exploring how Asian revolutions shaped Cold War culture in the United States.
Prerequisite: Honors student standing, or permission of the program director.
3 Lect Hrs, 3 Credits
Mr Hunt

HONORS 243
Modern Cuba
The history of Cuba has been marked by repeated movements for social equality, economic opportunity, national identity, and national sovereignty. This course examines these movements in five historical periods, from the abolitionist and independence movements (1800–1880), through the Fidelista revolution and the present day. The focus is interdisciplinary, drawing especially on history, literature, film, and economics.
Prerequisite: Honors student standing, or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Cluster

HONORS 245
Making the Third World Modern
This course explores Western endeavors to promote "modernization" and "development" in the Third World through the use of various forms of developmental aid. Specific emphasis is given to efforts by international agencies to promote development in Africa, Asia, and Latin America through programs emanating from foreign aid policies, multilateral aid, and responses to Third World debt. The course encourages the evaluation of developmental programs along scientific, cultural, and ideological lines; to do this, it makes use of the literature of anthropology, economics, political science, and sociology.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Ms Hartford

HONORS 246
History of Eugenics
An exploration of why the ancient concept of selective human breeding, revived in the late 19th century, became a social movement with such powerful appeal for both scientists and the public. Consideration of its opponents, its eventual fall into disrepute following World War II, and its survival in other guises, as in modern medical genetics.
Diversity area: International.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Ms Paul

University Honors Program

HONORS 248
Natural History, Life Cycles, and the Fossil Record
This course concerns the origin, nature, and variety of life. Participants study the fossil record, comparative anatomy, developmental anatomy, and life cycles, with an eye toward illuminating life processes. The course seeks to help students develop habits of critical thinking in these areas of study.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Gibbons

HONORS 255
Issues in Environmental Science
Lectures and lecture discussion on significant issues relating to the environment. Emphasis is given to the scientific principles involved in each issue, and to the ways in which these issues and the technologies associated with them affect society and government. BIOL 101-102 or CHEM 101-102 are recommended.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

HONORS 290
Special Topics
Courses of special interest in selected fields drawing on the scholarly interests of faculty. Topics vary each semester.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

HONORS 380
Honors Colloquium
Through multi-disciplinary study of a topic chosen each semester, the Colloquium explores principles and methods of research common to many fields. Students trace scholarly controversies, frame hypotheses and questions, use print and electronic sources, display data in text and graphic forms, work independently and collaboratively, and present results orally and in writing. Each student prepares a prospectus for an individual research project. (Course offered every semester.)
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Ms Sands, Mr Warner

HONORS 490
Special Topics
Topical coverage in selected fields of scholarly interests directed by members of the faculty.
Prerequisite: Honors student standing, or permission of program director.
Variable Hrs, 3-6 Credits

TEACHER EDUCATION PROGRAM

The Program

The Teacher Education Program, located in the Graduate College of Education, offers undergraduate students a four-semester sequence of education courses and field work, which meet the requirements for state certification at the elementary (1-6), middle (5-9), and secondary (9-12) levels. Certification for the middle and secondary levels is offered in biology, chemistry, earth science, English, French, history, Italian, mathematics, music (N-9; 5-12), physics, political science, and Spanish.

To receive initial licensure, students must

- complete an undergraduate major in one of the liberal arts or sciences;
- complete the Teacher Education Program;
- pass the Massachusetts Tests for Educator Licensure appropriate to the certification sought.

Initial licensure qualifies one for employment as a teacher for a period of five years. The next step, professional licensure, is achieved through completion of a master's degree program or an equivalent program sponsored by the district in which one is employed. Professional licensure is currently renewable every five years.

The Graduate College of Education's conceptual framework, "The Thoughtful and Responsive Educator," provides the basis for the following learning objectives: Commitments, Understandings and Practices. These outcomes characterize "The Thoughtful and Responsive Educator" and are achieved when their behaviors demonstrate adherence to the following competencies:

- Commitments, by upholding ethical behaviors, pursuing lifelong learning, dedicating oneself to serve others, and acknowledging human resiliency and capability to learn.
- Understandings, by possessing breadth and depth in content and pedagogical knowledge, assessment practices, and the use of technology in practice.
- Practices, by demonstrating caring behavior and by collaborating productively with others, reflecting on how to improve professional practices, and promoting social justice as a social change agent.

The primary goal of professional preparation programs for education is to prepare educators who see the welfare of their constituents as their personal responsibility, and are driven to engage in critical inquiry about all facets of their educational work and its contexts. These programs are aligned with local, state, and national standards for school professionals, and legal and ethical requirements for "best" professional practice.

Program Requirements

Students complete both

- a major in the College of Liberal Arts or the College of Science and Mathematics, and
- from 30 to 36 credits in the Teacher Education Program. The number of required courses will vary according to level-elementary, middle, or secondary.

Each student's program of courses in teacher preparation has the following general outline.

Foundations Course

"Contemporary Issues in Education" provides the opportunity for consideration of the purposes and content of education in the context of contemporary urban life. In examining some of the ways in which these issues can be and have been approached, students inquire into historical, sociological, cross-cultural, and philosophical work on education and schooling.

Pre-practicum Field Experiences

Early on-site experiences in observing, assisting, and teaching in the schools allow students to test their interest in teaching, to begin to apply theory to practice, and to develop powers of reflection and problem-solving. The two 1-credit pre-practica are offered in conjunction with specific courses to facilitate the making of connections between theory and classroom realities.

Pedagogy

A series of 3-credit courses requires students to inquire into the nature of learning and teaching for different ages and ability levels, in different subject areas. Students are called on to reflect critically on their own learning, and to become familiar with research findings on the development of concepts and skills in children and on the effectiveness of different modes of instruction. They design curricula and explore a variety of ways to assess student learning, and to use assessment as a means of improving instruction.

Final Practicum

The program concludes with the requirement of a full semester of student teaching in the schools. Students spend five days a week in their school placement and attend an accompanying seminar at the University. Toward the end of the semester, they are expected to take on the full responsibilities of the practicing teacher.

General Education Requirements

Students preparing for certification at the secondary or middle school levels should make course selections with their teaching career in mind while completing the University requirements for general education. Breadth in a number of disciplines, as well as facility in a second language, and solid literacy skills will provide a strong foundation for teaching.

Students preparing for the elementary education certificate must have at least 36 semester hours in upper and lower level arts and sciences coursework covering

- child development;
- composition;
- economics;
- geography;
- mathematics;
- science laboratory work;
- US government, including founding documents;
- US history from colonial times to the present;
- US literature;
- world history, including European history, from ancient times to the present; and
- world literature, including British literature.

Teacher Education Program

Students should meet with their advisors in the University Advising Center to ensure that their general education course selections satisfy the above requirement.

Admission

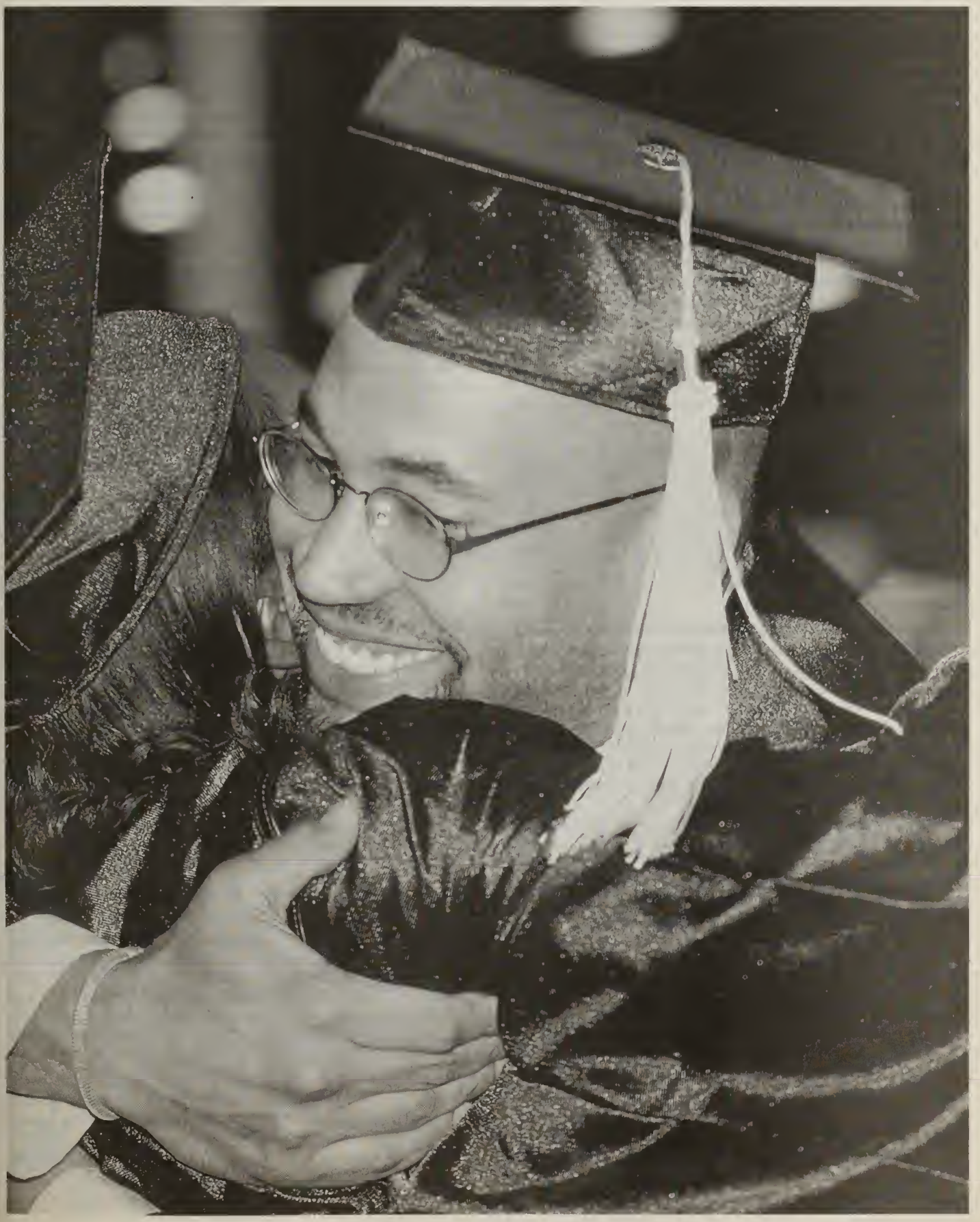
Students are eligible to apply to the Teacher Education Program when they are nearing completion of the first half of their BA or BS degree requirements. Students in the College of Liberal Arts and the College of Science and Mathematics must have a minimum GPA of 3.00.

Students who wish to enter the program should apply during the preceding spring semester, no later than April 15th. Applicants will be notified of the decisions of the admissions committee prior to the start of pre-registration. Applications will be accepted after the deadline dates as long as space is available. Application forms are available at the Teacher Education Advising Office (W/2/157) and at the University Advising Center (M/3/625).

For further information: contact the program office (617.287.7625). Students interested in teacher certification in physical education should see the section of this publication describing the Department of Exercise Science and Physical Education in the College of Nursing and Health Sciences.

Overview and Graduation Requirements

College of Liberal Arts
College of Science and Mathematics



TWO UMASS BOSTON COLLEGES IN PLACE OF ONE

As of Fall 2003, the College of Arts and Sciences (CAS) has been divided into two colleges, the College of Liberal Arts (CLA) and the College of Science and Mathematics (CSM). The various academic requirements that applied to CAS students now apply, without any changes, to students in the two new colleges. For example, students in these colleges must all meet certain General Education requirements no matter which college they are enrolled in; and requirements for the BS degree differ from those for the BA just as before. CLA and CSM requirements are presented together in this section.Students who have already declared majors will be assigned to colleges according to their majors. If a student has two majors, one in each college, the student will be given an opportunity to choose between CLA and CSM. If a student is pursuing an individual major, the student will be assigned to the college housing the department of the student's major advisor. If a student changes from a major in one college to a major in the other, the student will automatically change colleges as well.Students who have not declared majors will be given an opportunity to choose between CLA and CSM.

The Program

General Education

The purpose of general education is to acquire knowledge, capabilities, and attitudes that form a foundation for lifelong learning. Both the CLA and the CSM curricula emphasize the development of critical reading, analytic thinking, quantitative reasoning, and effective writing capabilities. In addition, students explore major areas of knowledge through course work in several areas described below under Distribution I and Distribution II.

The Major

To ensure that the breadth of learning developed through general education is balanced by in-depth understanding in at least one field, each student is required to complete a major program involving ten to twelve courses. Students should declare a major no later than the beginning of the semester immediately following the accumulation of 60 graduation credits. Transfer students who enter the University with 60 or more earned credits should declare a major during their first semester of residency. The major programs are designed to help students prepare for graduate school, for employment, or for thorough exploration of an area of personal interest. The College of Liberal Arts and the College of Science and Mathematics offer a total of 37 major programs, some of which are interdisciplinary, and many of which contain a number of alternative tracks. Students wishing to develop major programs of their own design may do so with faculty guidance through a special Individual Major Option.

Elective Courses and Programs

In addition to general education courses and major programs, students may complete their graduation credits with courses selected freely from any CLA or CSM department. Alternatively, students may complete their elective credits by taking organized course sequences: minors within departments, interdisciplinary and career-oriented programs of study, and programs offering certificates. Such programs, taken through the elective portion of the curriculum, can add further coherence to the undergraduate experience. These offerings are listed in the introductory pages of each college's section of this publication.

Diversity

In recent years many academic institutions have turned their attention to issues of human diversity within our pluralistic society in order to prepare students educationally for critical understanding of today's world. The composition of the student body and faculty at the University of Massachusetts Boston clearly reflects the diversity of the city, and of the nation as a whole. The campus and the University represent a community dedicated to inclusion, civility, and the understanding and appreciation of individual differences. Among the University's many diversity-related programs, its curriculum makes diversity a part of every student's education, by requiring two courses, one of which focuses on diversity in the United States, and the other on international diversity.

GRADUATION REQUIREMENTS

Both the CLA and the CSM undergraduate curricula are divided into three parts: preparation in general education; a major field of study; and electives that complement the major and provide the breadth and depth of a liberal education. To earn the bachelor's degree, all students must meet the general education, major, total credits, and grade point average requirements described here (requirements for the BS differ somewhat from those for the BA).

General Education Requirements

In keeping with the University's strong commitment to ensuring that each student's experience of learning is wide as well as deep, both the College of Liberal Arts and the College of Science and Mathematics maintain a carefully structured program of general education. Through it, students acquire the skills and habits of critical thinking, reading, and writing; and those of verbal and quantitative reasoning. They are exposed to the range of human diversity, and they discover how differing academic disciplines approach the acquisition of knowledge and understanding of the world. The general education requirements, described below, include

- Verbal Reasoning and Expression
- Critical Analysis
- The Writing Proficiency Requirement
- The Quantitative Reasoning Requirement
- The Diversity Requirement
- The Distribution Requirements

Verbal Reasoning and Expression

All CLA and CSM students must complete one year of Freshman Composition (ENGL 101 and 102, or the equivalent), unless they are granted a waiver. Together, these two courses focus on the fundamentals of expository writing and the presentation of research. The results of the English Placement Test require some students to take ENGL 099 before 101. As of Fall 1998, ENGL 099 does not count for graduation credit.

This requirement may be waived for eligible students. Complete information is available at the Department of English.

*The Critical Analysis Requirement**

This requirement consists of two courses:

1. a First-Year Seminar (to be taken ideally in a student's first semester after matriculation but certainly before accumulating 30 credits) and
2. an Intermediate Seminar (to be taken after accumulating 30 but before 60 credits).

First-Year Seminars treat particular topics in some depth while simultaneously assisting students in developing the habits of thought and the range of academic capabilities necessary for success in their future course work and life experiences. Taught in small groups, these seminars emphasize careful reading, critical thinking, and clear writing, along with information technology and literacy, teamwork, oral presentation, and academic self-assessment.

Intermediate Seminars are also small in size, often thematic or problem-oriented and interdisciplinary in nature, with the main topic treated in a more complex manner than in First-Year Seminars. Academic capabilities and habits of mind are taught at a more advanced level than in First-Year Seminars.

Both First-Year and Intermediate Seminars are offered by academic departments and may be identified in this publication by the prefix "G" in front of the course number. First-Year Seminars receive G100-level numbers, and Intermediate Seminars receive G200-level numbers. For complete descriptions of these courses, see the "First-Year and Intermediate Seminars" section of this publication.

The Writing Proficiency Requirement

Both the overall design of the general education curriculum and the materials and methods of individual courses assist students in acquiring critical skills. Foremost among these is the ability to present ideas clearly, correctly, and persuasively in English prose. For this reason, students are required to demonstrate proficiency in writing either by passing a proficiency examination or by submitting a satisfactory portfolio of papers before the beginning of the junior year.

In order to fulfill the requirement by examination, the student must write an acceptable essay based on 1) a set of readings and 2) a question designed to elicit evidence of both a thorough understanding of the readings and the ability to synthesize material, use evidence, draw inferences, and construct a well-organized response in good English. The examination is given twice a year, in January and June.

The portfolio is an alternative method of demonstrating writing proficiency, consisting of three course papers, acceptable in length and topic and certified for authenticity, and one paper written especially for the portfolio on a topic distributed by the Writing Proficiency Office. The portfolio may be submitted at any of the scheduled exam times and in October and March. In all cases, sign-up begins approximately six weeks in advance of the examination date or portfolio due date. See the Schedule of Courses each semester for these dates.

This requirement holds for all students who entered as freshmen in September 1978 or thereafter and for transfer students who entered in January 1979 or thereafter. Students absent for two or more years and readmitted since fall 1985 must also pass the requirement.

The writing proficiency requirement may not be waived unless a student has already earned an undergraduate degree, in which case s/he may petition for a waiver. For information, consult the Writing Proficiency Office.

As a rule, every student who is required to take an Intermediate Seminar (a G200-level course) should complete the Writing Proficiency Requirement (WPR) at the end of the semester when he or she takes the seminar. Transfer students who will have earned 75 or more credits at the end of their first semester at UMass Boston should complete the WPR at the end of that semester, whether or not they are also required to complete an Intermediate Seminar.

Any student who has reached 75 or more credits without successfully completing the WPR may not continue to make full-time progress toward his or her degree (i.e., 12 or more credits per semester) before honoring the terms of a formal learning contract for completing the WPR. This learning contract will restrict the student's schedule for one semester, usually to a maximum of two courses or six credits; one of the courses may be a required writing course.

Students with 75 or more credits who have attempted but not passed the Writing Proficiency exam or portfolio must plan and sign a learning contract with a counselor in the Writing Proficiency Office by a date to be specified each semester. Students with 75 or more credits who have not attempted the exam or portfolio must

Graduation Requirements

plan and sign a learning contract with their college's associate dean for undergraduate education by a date to be specified each semester. Any student with 75 or more credits who has not completed the WPR and has not planned and signed a learning contract with the appropriate office by the specified date (see above) will be suspended. Any student on a learning contract who does not complete the WPR at the end of the learning contract semester will be suspended.

Please consult the Schedule of Courses for a detailed description of the exam and portfolio and the regulations surrounding it. Further information about the writing proficiency requirement, including sample exams and descriptions of courses designed to assist students in fulfilling this requirement, is available at the College's Writing Proficiency Office in room 603 on the 4th floor of McCormack Hall. Information is also available on the University web site at www.umb.edu/umb/wpr.

Please note that the Writing Proficiency Exam is not the same as the English Placement Test, which all students take upon entering the University.

The Writing Proficiency Office

This office (McCormack 4-603) is responsible for administering the core curriculum and the policies and procedures that govern the writing proficiency requirement, including the Writing Proficiency Examination or Portfolio. Faculty and staff in the office provide assistance to students seeking information about these requirements.

The Quantitative Reasoning Requirement*

The quantitative reasoning requirement is designed to enhance students' capacity 1) to pose problems that involve quantitative relationships in real-world data by means of numerical, symbolic, and visual representations; 2) to solve problems, deducing consequences, formulating alternatives, and making predictions; 3) to apply appropriate technologies; and 4) to communicate and critique quantitative arguments orally and in writing.

Students may meet this requirement in various ways, but most will do so by taking specially designed courses offered in a range of disciplines across the curriculum. These 100-level courses are designated by the prefix "Q." Besides completing one of these courses, a student may satisfy this requirement in other ways, as specified in the tables at the end of this section.

For complete descriptions of Quantitative Reasoning courses, see page 59.

*Please note that the Critical Analysis and Quantitative Reasoning requirements do not apply to students who matriculated before Fall 2000 with 29 or fewer credits. Those students should see the "Core Requirements" section below.

The Diversity Requirement

To fulfill the diversity requirement, each student takes courses that touch on a range of human diversity, including race, gender, class, sexual orientation, culture (including national origin, ethnicity, and religion), age, and disability. The requirement consists of two courses, one with a focus on diversity within the United States, and one with an international focus. Students who enter UMass Boston with fewer than 60 transfer credits are required to take one course from each of the two categories. Students entering with more than 60 credits should take one course from either of the two categories. Courses meeting either the U.S. or the international portion of the diversity requirement are identified in this publication by a note following the course description. A list also appears in the Schedule of Courses.

Distribution Requirements

As the University continues to expand and modify its offerings, various new course distribution requirements have been phased in during the past several years. The course distribution requirements that apply to a particular student depend on the semester in which that student matriculated at UMass Boston:

- All requirements designated "Distribution I" apply only to students who matriculated before Fall 2002.*
- All requirements designated "Distribution II" apply only to students who matriculated in Fall 2002 or later.

Requirements also vary according to the number of transfer credits a student matriculated with; some requirements can be met with transfer credit. The table at the end of this section shows the applicability of general education requirements, depending on the semester of a student's matriculation and the number of transfer credits.

The Core Requirement

This requirement applies only to students who matriculated before Fall 2000 with 29 or fewer credits.

For such students, their Core Requirement has now changed. Two core courses are required, not five, and these may be any combination of C100-level and C200-level courses.

Because core courses are no longer offered, students who have not already met this revised requirement must complete an Intermediate Seminar. For complete descriptions of these seminars, numbered between G200 and G299, see the "First-Year and Intermediate Seminars" section. Intermediate Seminars do not count for distribution credit.

Some former core courses continue to be offered, but without the "C" designation. A student who previously took a core course and needs to repeat it to remove an F or improve the grade may take the non-core version for this purpose. Consult the section of this publication for the appropriate department for continuing course offerings.

*Among these "Distribution I" students, those who matriculated before Fall 2000 with 29 or fewer credits should see the "Core Requirements" section. That section is applicable to those students only.

Distribution I Requirements

The following requirements apply to students who matriculated before Fall 2002:

To develop a broad familiarity with the range of human knowledge, students must complete, or earn transfer credit for:

- twelve courses, distributed among
- seven areas of study,
- with the option of omitting one area.

Graduation Requirements

These areas, and the codes sometimes used to refer to them, are

The Arts (A)
Foreign Languages (F)
Historical and Cultural Studies (H)
Mathematics and Computer Science (M)
Natural Sciences (N)
Philosophical and Humanistic Studies (P)
Social and Behavioral Sciences (S)

Most 100- and 200-level CLA and CSM courses are assigned to areas of study and count toward this requirement. Such courses are offered by many departments.

Please note: Students granted a foreign languages waiver or a mathematics waiver need take only ten courses toward the distribution requirement (or eight, if they are granted both waivers).

Foreign language waiver: Students who present placement scores or transcripts demonstrating proficiency in a foreign language at the level of fourth-semester college work (if they are seeking the BA) or second-semester college work (if they are seeking the BS) will receive a waiver of two courses in the foreign language area. Native speakers of languages other than English are encouraged to apply for this waiver. For information about the waiver, see the appropriate foreign language department or, for languages not taught at UMass Boston, the assistant dean for undergraduate education (in the Academic Support Office, M/3/421).

Mathematics waiver: Students who present transcripts demonstrating proficiency in mathematics at a level above college calculus II (MATH 141 at UMass Boston) will receive a waiver of two courses in the mathematics area. Students granted this waiver need take only ten courses toward the distribution requirement. For information about this waiver, see the Mathematics Department.

Distribution II Requirements

The following requirements apply to students matriculating in Fall 2002 or later:

To develop a broad familiarity with the range of human knowledge, students must complete, or earn transfer credit for, certain courses in four areas of study. These areas, and the codes sometimes used to refer to them, are

Arts, Humanities (AR, HU)
Mathematics, Natural Sciences (MT, NS)
Social and Behavioral Sciences (SB)
World Languages, World Cultures (WC, WL)

Three of the areas are subdivided. Many departments offer courses that meet the distribution requirement, and represent the areas and subdivisions. They are to be completed according to the table below. The requirements for the BS degree differ somewhat from those for the BA.

Distribution II Requirements

Area	BA Requirements	BS Requirements
AR Arts HU Humanities	3 courses, including both AR and HU	1 AR course and 1 HU course
MT Mathematics NS Natural Sciences	3 courses, at least one of which must be NS. Any mathematics course must be MATH 125 or higher.	4 courses, at least one of which must be NS. Any mathematics course must be MATH 140 or higher
SB Social and Behavioral Sciences	3 courses.	2 courses.
WC World Cultures WL World Languages	Elementary proficiency in a language other than English *and* 2 courses, WC or WL or both.	1 WC or WL course (if WL, at 102 level or higher.)
Total Courses	11 courses.	9 courses.

Elementary Language Proficiency Requirement

Distribution II students can meet this requirement by

- completing or transferring in a college foreign language course at the 102 level or higher. If a student completes or transfers in two semesters of the same language (such as 101 and 102), the student will also meet the two-course WC/WL requirement.
- completing three years of the same foreign language in high school.
- completing at least one year of secondary or post-secondary education in a non-English-speaking school or university.
- earning an appropriate score on an appropriate national test (such as AP, CLEP, AATG).
- demonstrating proficiency to the appropriate language department or, if the language is not taught at UMass Boston, to the assistant dean for undergraduate education.

Please note: Students who have met this requirement may not take elementary language courses at UMass Boston in the language with which they met the requirement, except in unusual circumstances. For further information about the requirement, please see the chair of the appropriate department.

Residency Requirement

UMass Boston's General Education Program is intended to develop capabilities that are critical for advanced academic work, and these capabilities are stressed in UMass Boston distribution courses. Every Distribution II student who enters UMass Boston with 0-89 credits must therefore take a certain minimum number of distribution courses at UMass Boston, according to the following table.

If a student enters with	the student must take at least
0-29 credits	9 distribution courses at UMass Boston
30-59 credits	6 distribution courses at UMass Boston
60-89 credits	3 distribution courses at UMass Boston
90 or more credits	0 distribution courses at UMass Boston

Graduation Requirements

Table of Requirements, Distribution I and Distribution II

When you matriculated	Transfer credits you matriculated with	Your General Education Requirements
Before Fall 2000	Any number	• **Freshman writing**. A year of Freshman English (ENGL 101/101E and 102/102E). • **Core.** • **Distribution I.** • **Writing Proficiency.** • **Diversity.**
Fall 2000 Spring 2001	30 or more	• **Freshman Writing.** A year of Freshman English • **Distribution I.** • **Writing Proficiency.** • **Diversity.**
Fall 2000 Spring 2001	0-29	• **Freshman Writing**. ENGL 101/101E and 102/102E, or demonstrated proficiency equivalent to completion of ENGL 102/102E. **When to complete the requirement:** within your first two semesters. Note: As a result of placement testing, you may be required to complete another course before beginning ENGL 101/101E. • **First-Year Seminar** (a G100-level course). **When to complete the requirement**: within your first two semesters. • **Intermediate Seminar** (a G200-level course). **When to complete the requirement**: between 30 and 60 credits. • **Quantitative Reasoning**. A "Q" course (MATH Q114, POLSCI Q221); or MATH 115, 124, 125, or higher; or placement into MATH 129 or higher. **When to complete the requirement**: by the time you have earned 45 credits. • **Distribution I**. • **Writing Proficiency**. • **Diversity**.
Fall 2001 Spring 2002	30-89	• **Quantitative Reasoning.** A "Q" course (MATH Q114, POLSCI Q221); or MATH 115, 124, 125, or higher; or placement into MATH 129 or higher. **When to complete the requirement:** by the end of your first semester. • **Distribution I.** • **Writing Proficiency. When to complete the requirement:** by the end of your first semester. • **Diversity. Note:** You are exempt from the Freshman Writing, First-Year Seminar, and Intermediate Seminar Requirements.

Graduation Requirements

When you matriculated	Transfer credits you matriculated with	Your General Education Requirements
Fall 2001 Spring 2002	90 or more	• **Freshman Writing**. ENGL 101/101E and 102/102E, or demonstrated proficiency equivalent to completion of ENGL 102/102E. **When to complete the requirement:** within your first two semesters. **Note:** As a result of placement testing, you may be required to complete another course before beginning ENGL 101/101E. • **Intermediate Seminar** (a G200-level course). **When to complete the requirement:** during one of your first two semesters. **Note:** you are not required to take a First-Year Seminar. • **Quantitative Reasoning**. A "Q" course (MATH Q114, POLSCI Q221); or MATH 115, 124, 125, or higher; or placement into MATH 129 or higher. When to complete the requirement: by the end of your first semester. • **Distribution I.** • **Writing Proficiency.** When to complete the requirement: by the time you have earned 68 credits. • **Diversity.**
Fall 2002 and after	0-29	• **Freshman Writing.** ENGL 101/101E and 102/102E, or demonstrated proficiency equivalent to completion of ENGL 102/102E. When to complete the requirement: within your first two semesters. Note: As a result of placement testing, you may be required to complete another course before beginning ENGL 101/101E. • **First-Year Seminar** (a G100-level course). When to complete the requirement: within your first two semesters. • **Intermediate Seminar** (a G200-level course). When to complete the requirement: between 30 and 60 credits. • **Quantitative Reasoning**. If you are seeking the BA degree: A "Q" course (MATH Q114, POLSCI Q221); or MATH 115; or placement into MATH 129 or higher (MATH 125 will exempt you from this requirement and count as a distribution course). If you are seeking the BS: MATH 135 or higher. When to complete the requirement: by the time you have earned 45 credits. • **Distribution II.** Elementary foreign language proficiency is required for BA students. • **Writing Proficiency.** • **Diversity.**
Fall 2002 and after	30-89	• **Freshman Writing.** ENGL 101/101E and 102/102E, or demonstrated proficiency equivalent to completion of ENGL 102/102E. **When to complete the requirement:** within your first two semesters. Note: As a result of placement testing, you may be required to complete another course before beginning ENGL 101/101E. • **Intermediate Seminar** (a G200-level course). When to complete the requirement: within your first two semesters. Note: You are not required to take a First-Year Seminar. • **Quantitative Reasoning.** If you are seeking the BA degree: A "Q" course (MATH Q114, POLSCI Q221); or MATH 115; or placement into MATH 129 or higher (MATH 125 will exempt you from this requirement and count as a distribution course). If you are seeking the BS: MATH 135 or higher. **When to complete the requirement:** by the end of your first semester. • **Distribution II.** Elementary foreign language proficiency is required for BA students. • **Writing Proficiency**. When to complete the requirement: by the time you have earned 68 credits. • **Diversity.**

Graduation Requirements

When you matriculated	Transfer credits you matriculated with	Your General Education Requirements
Fall 2002	90 or more	• **Quantitative Reasoning.** If you are seeking the BA degree: A "Q" course (MATH Q114, POLSCI Q221); or MATH 115; or placement into MATH 129 or higher (MATH 125 will exempt you from this requirement and count as a distribution course). If you are seeking the BS: MATH 135 or higher. **When to complete the requirement:** by the end of your first semester. • **Distribution II.** Elementary foreign language proficiency is required for BA students. • **Writing Proficiency.** When to complete the requirement: by the end of your first semester. • **Diversity.** Note: You are exempt from the Freshman Writing, First-Year Seminar, and Intermediate Seminar Requirements.

Major Requirement

Students must complete the requirements for one of the majors offered by the College of Liberal Arts or the College of Science and Mathematics, as described in the departmental listings in this publication; or they may choose an individual major. Information on the individual majors curriculum appears in the "Special Curricula and Programs of Study" section that follows below. Students who elect a double major shall complete all requirements of each major. No more than two courses at the 300 or higher level may be counted toward the fulfillment of both majors.

Total Credits and Grade Point Average

Students must acquire a total of 120 credits to graduate, of which at least 30 must be earned at UMass Boston. No credits earned in ESL courses, with the exception of ESL 100D, may count toward graduation. As of Fall 1998, MATHSK 097 and 098 do not count for graduation credit. As of Spring 1999, MATH 099 does not count for graduation credit. Students must maintain a cumulative grade point average of at least 2.0 in order to graduate. Individual departments may also have a GPA requirement for the major. For more complete information on retention standards, see the "Academic Regulations" section of this publication.

Bachelor of Science Degree

Students majoring in biochemistry, biology, biology and medical technology, and engineering physics earn a bachelor of science degree. Students majoring in chemistry, computer science, earth and geographic sciences, mathematics, physics, and psychology, have the option of earning a bachelor of science degree. Specific departmental requirements for this degree are listed in each department's section of this publication; most of them require students to take six semester courses in science outside their major discipline, in addition to completing all of the graduation requirements listed above for the bachelor of arts degree.

Courses Involving More Than One Department

Cross-Listed Courses

A single course may appear in this publication in the course listings of two or more different departments or programs. Such a cross-listed course may be taken for credit toward the requirements of all its departments/programs, unless otherwise indicated. Cross-listed courses are designated by the prefix "L". For example: HIST L160 (EASIAN L160), East Asian Civilizations I. This is an introductory-level course (160) and a cross-listed course (as indicated by the "L") in history and East Asian studies—in the "East Asian Studies" section it will be listed as EASIAN L160 (HIST L160). A single cross-listed course may not be taken more than once; i.e., a student who takes HIST L160 may not subsequently take EASIAN L160.

Humanities Courses and Interdisciplinary Courses

Some courses, though taught by faculty of specific departments, have a broader focus. Others are taught by faculty from more than one department. All these courses are listed either under Humanities or under Interdisciplinary Courses, which are separate sections of this publication. The departments involved are listed in parentheses as a prefix to the course title.

Course Load for Full-time Students

Students may normally enroll for no more than five courses per semester. After a student's first semester, the student may take one additional course per semester under the following conditions:

1. the student's overall grade point average must be 3.0 (or above) or the student's grade point average for the previous semester must be 3.5 (or above); and
2. written permission must be secured from the Assistant Dean for Undergraduate Education in the Office of Academic Support Programs.

SPECIAL CURRICULA AND PROGRAMS OF STUDY

University Honors Program

The University's Honors Program offers the academically talented student special challenges and opportunities. For complete information, see the "University Honors Program" section of this publication, or visit the Honors Program Office (Healey Library-8-003).

Honors and Academic Distinction

Besides the opportunities offered by the Honors Program, and the awarding of the University's honors designations (see the "Academic Regulations" section of this publication), CLA and CSM recognize academic achievement in several other ways:

- Students who achieve a minimum grade point average of 3.20 for nine or more graded credits in a semester are named to the Dean's List.
- Most major CLA and CSM departments have special provisions for Senior Honors, ordinarily based on some combination of research, a directed thesis or project, and an honors seminar.
- Each year both CLA and CSM recognize seniors who achieve academic distinction in majors and programs and also award a number of named prizes at an Honors Convocation.
- Exceptional students are elected to membership in Alpha Kappa Delta, the National Honorary Society in Sociology; Omicron Delta Epsilon, the National Honorary Society in Economics; Phi Alpha Theta, the National Honorary Society in History; Sigma Pi Sigma, the National Honorary Society in Physics, and Psi Chi, the National Honorary Society in Psychology.

Individual Majors Curriculum

The Individual Major Option is intended for students whose interests and goals make it advisable for them to set up an individualized program of study that differs from programs with standard requirements. A student may develop a major program from existing interdisciplinary concentrations or design a major program drawn from the offerings of several academic areas in the University. A student seeking admission to this option will be expected to prepare a proposal containing an articulation of his or her interests and goals and an explanation of the relationship between these goals and the courses the student intends to take. Students who wish to earn a BS rather than a BA through an individual major must select the bulk of their courses, including upper-level courses, from the natural sciences.

The following guidelines have been developed for the implementation of the Individual Majors Curriculum.

GPA Requirement for Individual Major Option

Students must have a 2.5 grade point average in order to apply for the Individual Major Option.

Format of Proposals

In consultation with his or her advisor the student will prepare a proposal which contains

1. a selection of ten to twelve courses, at least six of which are at the 300 level or above, and one of which is designated in the proposal as a "methods of inquiry" course, designed to illuminate how different approaches to understanding fit together in the several disciplines to be studied.
2. a rationale for wishing to pursue an individual program of study.
3. an articulation of the student's interests and goals. If a student states professional or graduate school plans, then the proposal should show an awareness of the academic prerequisites.
4. a consideration of the relationship between the courses selected and the student's goals.

Evaluation of Proposals

1. Each proposal must be submitted to the student's advisor. The advisor may approve the proposal as written, may reject it as inappropriate, or may return it to the student with a request to resubmit the proposal in revised form.
2. All proposals initially approved by advisors are transmitted by the Office of Academic Support Programs to the Senate Committee on Majors, Honors, and Special Programs for evaluation.
3. Students should submit proposals to the Committee on Majors, Honors, and Special Programs before accumulating 60 credits, either before November 1 in the fall semester or before March 1 in the spring semester. Transfer students' proposals may be submitted in the first or second semester after matriculation but before the student attains 90 credits.

Preparation for Careers in Medicine and Law

The University provides special advising services as well as all the basic academic work necessary for students planning careers in medicine and the other health professions for which premedical courses in biology, chemistry, mathematics, and physics offer appropriate preparation. CSM welcomes participation in premedical studies by post-baccalaureate students—those with bachelor's degrees who wish to enroll in premedical courses as non-degree students. Further information about these studies for both matriculated and post-baccalaureate students can be found in the section of this publication on the Program in Premedical Studies and Health-Related Careers.

The University also conducts special advising programs for students considering legal careers. Program advisors suggest appropriate courses and activities and provide information about procedures for applying to law schools.

In past years, the percentage of UMass Boston applicants admitted to medical and law schools has been high. Interested students should contact the Premed/Prelaw Advisor in the University Advising Center (617.287.5519).

Minor in Management

CLA and CSM students may take a minor in management through a program offered in cooperation with the College of Management. This program permits students with a primary interest in science, mathematics, or one of the liberal arts disciplines to acquire skills and knowledge that will be of value in pursuing managerial careers. The minor is a sequence of six courses:

- Financial Accounting
- Managerial Accounting
- three of the following courses:
- Financial Management
- Managing Organizations
- Operations Management
- Principles of Marketing
- one additional 300- or 400-level course.

Special Curricula and Programs of Study

Admission to the minor in management program is competitive and by application only. Information about the program and prerequisites is available from the Office of Academic Support Programs.

150 Credit-Hour Baccalaureate/MBA Program

This program is designed for CLA and CSM students who are interested in pursuing careers in management and who are able and motivated to undertake an intensive and demanding course of study. For students in the sciences, the program could offer, for example, the prospect of strong preparation for the biomedical and health care industries; while those in the arts and humanities might be interested in working toward careers in marketing, production, or management.

Participants receive the baccalaureate degree (either the BA or the BS), with a major in one of the CLA or CSM undergraduate disciplines, and the MBA degree from the College of Management. Those admitted to the program take a total of 96 undergraduate credits and 54 graduate credits for a total of 150 credit hours. This compares to as many as 177 credit hours if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. Interested students should inquire about the program as soon as possible in their career at the University. Admission to the 150 credit-hour program is competitive and by application only. Information about the program and prerequisites is available from the Office of Academic Support Programs and from the College of Management's Graduate Program Office.

Teacher Education Program

The University of Massachusetts Boston currently offers an undergraduate Teacher Education Program to meet the most current certification requirements of the Commonwealth of Massachusetts. All prospective teachers complete a major in the liberal arts and sciences, many of them as CLA or CSM students, and will also be enrolled in the Teacher Education Program. For more information, see the "Teacher Education" section of this publication.

Cooperative Education/Internship Program

The Co-op/Internship Program places UMass Boston students in work assignments which relate directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom in practical work settings. For more information, see the "University Advising Center" section of this publication.

Directions for Student Potential Program (DSP)

Directions for Student Potential provides a pre-matriculation summer program for a selected group of students who lack the traditional credentials for admission to college, but who show promise of succeeding in a university environment with additional preparation. It offers intensive courses in college-level reading, writing, mathematics, English as a Second Language (ESL), and study skills. Those students who successfully complete the program are admitted to the College of Liberal Arts or the College of Science and Mathematics in the fall.

For Further Information

For detailed information about academic programs, statements of requirements, and course descriptions, refer to the sections for individual departments, programs, majors, and areas of study. Those seeking information about the range of offerings each semester should speak with departmental or program advisors and consult the schedules issued by the Office of the Registrar every semester.

The College of Liberal Arts

COLLEGE OF LIBERAL ARTS

ADMINISTRATIVE OFFICERS

Louise Smith, PhD	Interim Dean
John Spence, PhD	Associate Dean
Rosanne Donahue, MA	Assistant Dean
Judith Roberts	Assistant Dean

CLA: A Commitment to Learning

UMass Boston's complex identity as an urban university committed to teaching a vigorously diverse student body and to accomplishing research and creative activity that enrich life in metropolitan Boston, New England, and the nation is nowhere more vibrant than in the College of Liberal Arts. Courses in the Arts, the Humanities, and the Social Sciences prepare students to think analytically and interpretively; to understand and express the diversity of human experience; to comprehend social institutions and negotiate change in them; to enter various professions in an era of globalization, and to pursue lifelong learning.

More than 3,000 students—a third of the University's undergraduates—are currently working toward undergraduate degrees in the twenty-three majors offered by the College's fourteen departments. These departments additionally offer degrees and/or certificates in twenty-nine departmental, interdisciplinary, or intercollegiate programs. More than 350 graduate students are working toward the M.A. in eight departments, and over fifty are earning the Ph.D. in Clinical Psychology. Moreover, most of UMass Boston's nearly 13,000 students depend on the College for its range of courses. The College is a mainstay of both the University General Education Program and the University Honors Program.

Faculty in the College are strongly committed to undergraduate teaching, and class sizes are limited so as to engage participants fully. Faculty members mentor students in Honors work, independent study projects, and internships; in addition, faculty often invite undergraduates to join in their scholarly and creative work. In addition to pursuing their individual projects, College faculty participate in fifteen University research centers and institutes that bring research and creative achievements to the community.

CLA Undergraduate Academic Offerings

For a complete discussion of the CLA undergraduate program and academic requirements, see the section of this publication titled "CLA and CSM: Overview and Graduation Requirements."

Students have four different ways to focus their studies on academic areas that interest them. Undergraduate offerings are grouped into academic majors, minors, programs of study, and certificate programs. Some of these are housed in departments, while others are free-standing academic units. Majors may also be grouped together within one department (for example, the Department of Modern Languages), and some majors are offered by one or more departments (for example, the joint major in history and archaeology). Programs of study and certificate programs are open to both matriculated and non-degree students.

Academic Majors

An academic major provides an opportunity for in-depth study in a specific discipline, or in a combination of two disciplines. A major consists of at least ten courses.

Africana Studies (BA)*
American Studies (BA)*
Anthropology (BA)*
Art (BA)
Classical Languages (BA)*
Classical Studies (BA)*
Criminal Justice (BA)*
Economics (BA)*
English (BA)
Ethics and Social and Political Philosophy (BA)
French (BA)*
German Studies (BA)*
History (BA)
History and Archaeology (BA)
Individual Major Option (BS or BA)
Italian (BA)*
Music (BA)*
Philosophy (BA)*
Philosophy and Public Policy (BA)
Political Science (BA)*
Psychology (BS or BA)*
Psychology and Sociology (BA)
Russian Studies (BA)*
Sociology (BA)*
Spanish (BA)*
Theatre Arts (BA)*
Women's Studies (BA)*
*Students in the college may minor in these disciplines, and also in art history, dance, and management.
An academic minor is a sequence of at least six courses in a field for which there is a major. At least a third of the courses in the minor are advanced. Minors are optional.

College of Liberal Arts

*Certificate Programs and Programs of Study**

Programs of study are groupings of courses that offer significant exposure to a field of academic, often interdisciplinary study. Certificate programs are groupings of courses that relate to a specific set of professional skills.

Alcohol and Substance Abuse Studies
American Studies
Asian American Studies
Biobehavioral Studies
Biology of Human Populations
Communication Studies
Creative Writing
East Asian Studies
European Studies
International Relations
Irish Studies
Latin American Studies
Latino-Latina Studies
Linguistics
Philosophy and Law
Professional Writing
Public Policy
Science, Technology, and Values
Study of Religion
Technical Writing
Translation (Spanish; summer only)
Women's Studies
*Open to non-degree students.

Special Course Groupings

Chinese Language and Literature
Humanities
Japanese Language and Literature
Portuguese Studies

A Sample of Special CLA Programs and Initiatives

There are many opportunities for students to combine academic with career or applied interests in the College of Liberal Arts. We present here a few programs and majors that make this connection. For a discussion of other programs available to CLA students, see the "Special Curricula and Programs of Study" section on page 75.

Asian American Studies Program

This program offers an interdisciplinary curriculum, including courses in literature, social science, and education, coupled with research opportunities and service linkages to diverse local Asian communities. The culminating experience of the program requires students to integrate theory and practice from prior course work by conducting a substantial research project or by participating in a supervised community-based internship. Students come away with research skills and a knowledge of the historical experience and contemporary issues of Asian communities in the United States. This program is paralleled by other interdisciplinary ethnic and area studies programs, described elsewhere in this publication.

Criminal Justice Major

A major in criminal justice is now offered by the Sociology Department in collaboration with the College of Public and Community Service. The major provides training in criminology, substance abuse, race and ethnic relations, law and public policy, policing, corrections, and a range of other areas. The major requires eight courses, four electives, and a six-credit internship. Electives may be chosen from courses offered by departments and programs that include philosophy, political science, psychology, and women's studies. Students may also minor in criminal justice.

Study in Philosophy and Law Program

Since 1998, UMass Boston has offered a Study in Philosophy and Law Program, which provides background in the philosophical and moral aspects of the law. This interdisciplinary program is administered by the Philosophy Department in collaboration with the Legal Education Services area of the College of Public and Community Service. The program's curriculum comprises eight courses, four of them in the Philosophy Department, two in the Legal Education Services area, and two chosen from among offerings in Africana studies, history, legal education services, political science, and sociology.

DEPARTMENT OF AFRICANA STUDIES

Faculty

Robert Johnson, Jr, Associate Professor and Chair; Professor Chukwuma Azuonye; Associate Professor Jemadari Kamara; Assistant Professor Marc Prou; Lecturer Aminah Fernandes Pilgrim

The Department

The multidisciplinary and interdisciplinary academic field known as Africana studies seeks to explore, in an orderly, systematic, and structurally integrated fashion, Africa and the African diaspora. The broad educational purpose of the Department of Africana Studies at the University of Massachusetts Boston is to document and disseminate a specialized body of knowledge about the African experience in Africa, the West Indies, and especially the United States. As a center of applied learning, the department will assist in preparing students for careers relevant to the development of the African world community and to the rectification of social ills created world-wide by individual and institutional racism. Please note: The Department of Africana Studies was formerly known as the Department of Black Studies.

Requirements and Recommendations

The Major

The requirements for an Africana studies major are consistent with the concept of Africana studies as a multidisciplinary plan of study designed to provide students with a wide range of knowledge and analytical skills, and with a firm grounding in an area of specialization such as history, the social sciences, or the humanities.

All majors are required to take ten courses in the department, to be selected according to the following guidelines:

- One of the ten courses must be AFRSTY 111 and two other courses are highly recommended: AFRSTY 101 and 110.
- At least three of the courses must be at the 300 level or above.
- Some of the ten courses may be taken outside the department, drawn from an approved list of related courses in other disciplines.
- Each student majoring in Africana studies chooses one of the following areas of specialization within the major: history, humanities, or social sciences. Students must take at least five of their ten major courses in their area of specialization, and at least one of their major courses in each of the other two areas. For the purpose of meeting this requirement, courses are classified as follows (please note that the same course may belong to more than one area)

A. Courses in history
- AFRSTY 101
- AFRSTY 110
- AFRSTY 102
- AFRSTY 108
- AFRSTY 111
- AFRSTY 220
- AFRSTY 225
- AFRSTY 230
- AFRSTY 250
- AFRSTY 310
- AFRSTY 335
- AFRSTY 340

B. Courses in the humanities
- AFRSTY 100
- AFRSTY 101
- AFRSTY 110
- AFRSTY 111
- AFRSTY 230
- AFRSTY 260
- AFRSTY 270
- AFRSTY 290
- AFRSTY 301
- AFRSTY 302
- AFRSTY 440

C. Courses in the social sciences
- AFRSTY 101
- AFRSTY 102
- AFRSTY 108
- AFRSTY 201
- AFRSTY 250
- AFRSTY 301
- AFRSTY 320
- AFRSTY 335
- AFRSTY 410
- AFRSTY 430

For the purposes of meeting this requirement, AFRSTY 480 (Topics in Africana Studies), 488-489 (Senior Thesis I and II), and 498-499 (Honors Seminar I and II) may be used as applicable in any of the three areas of specialization.

- Students in the history area must take, as one of their ten major courses, one of the following methods courses: AFRSTY 335 (Black Nationalism Before Garvey), AFRSTY 340 (Free African-Americans in the Era of Slavery), HIST 481 (Seminar in American History), HIST 482 (Seminar in African History).
- Students in the social science area must take, as two of their ten major courses, a theory course and a methods course in one of the social sciences. Courses on the following list are approved for this requirement; students wishing to use other courses to meet the requirement should first seek the approval of the department chairperson.

Theory courses

- ECON 201 (Microeconomic Theory)
- POLSCI 454 (Recent and Contemporary Political Thought)
- SOCIOL 341 (Elements of Sociological Theory)

Methods courses

- POLSCI 230 (Introduction to Political Analysis)
- SOCIOL 351 (Methods of Sociological Research)

Majors in Africana studies will be advised to supplement their work with recommended courses in other departments in order to understand the African experience within the broad framework of the world at large. Other requirements for Africana studies majors are consistent with general University requirements.

The Minor

Students may minor in Africana studies by taking six courses, selected according to the following guidelines:

- All minors take AFRSTY 110 and AFRSTY 111.
- All minors take four additional departmental courses above the 100 level; two of these must be above the 200 level.

Honors

Senior students with at least a 3.0 average will be given the opportunity to write an honors thesis under departmental supervision.

Department of Africana Studies

Transfer Credit Policy

The Africana Studies Department will accept up to 12 credits transferred from the Africana studies department of another accredited institution toward the Africana studies major, and 6 credits toward the minor.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "AFRSTY L350 (AMST L350)," which is cross-listed with the Program in American Studies.

AFRSTY G115
African-American Consciousness

AFRSTY G292
African Caribbean Literature

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

AFRSTY 100
Introduction to African-American Literature
This survey course examines the writings of African-Americans who have made unique contributions to the African-American literary tradition. The course explores these writings in terms of their sociohistorical context, making use of analyses of character, plot, and symbolism. It gives particular attention to the writers' roles as social critics. Among the writers whose work may be considered are Frederick Douglass, Jean Toomer, Zora Neale Hurston, Richard Wright, Leroi Jones, Ernest Gaines, George Jackson, Alice Walker, and Toni Morrison.
Distribution Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 101
Introduction to Africana Studies
This course presents an overview of the major theories in the field of Africana studies. It seeks to explore the Africana experience in a way that is orderly, systematic, and structurally integrated; and to convey an understanding of the cultural, historical, and political roots of this experience. The course focuses chronologically on major historical episodes through a study of ancient African civilizations, slavery, colonialism, and African liberation movements.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Johnson

AFRSTY 102
The History of African-American Education
A comparative study of the history of African-American education from earliest times to 1954. (Course offered in the fall only.)
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 108
African-American Social Movements
Concepts of social movements as well as the appearance of social movements among African-Americans in the nineteenth century. Examination of twentieth century African-American social movements, especially Marcus Garvey's movement, the Nation of Islam, the Civil Rights movement, and the Black Power movement. (Course offered in the spring only.)
Prerequisite: A course in sociology, political science, or history.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AFRSTY 110
African-American History I
An intensive study of the social, economic, and political history of African-Americans from the slavery period through the Civil War, with particular emphasis on the social and cultural antecedents of African-Americans, Abolitionism and the Civil War.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Pilgrim and staff

AFRSTY 111
African-American History II
An intensive study of the social, economic, and political history of African-Americans from the era of Reconstruction to the present. Topics include the African-American during Reconstruction, racism in America, and a critical examination of the variegated patterns of African-American response to American social conditions in the late nineteenth and twentieth centuries.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Pilgrim and Staff

AFRSTY 112
African-American Religion Since 1900
This course identifies and discusses the growth of African-American religious beliefs and traditions, and considers their significance in terms of pluralism within the African-American community. It also assesses the birth, growth, and role of Black faith within the context of Islam and African traditional religions.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 120
African-American Religion Before 1900
An in-depth study of the origins, development, and expansion of the African-American church, as well as an examination of its function as a pillar of strength for African-Americans.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 150
African Images in Literature
This course examines the different ways in which African writers have represented the continent of Africa by focusing on their struggle to develop authentic forms and images. Through the reading of selected folk tales, novels, and poems from different African societies, participants consider such issues as the influence of colonialism on creative writing; the politics of African culture; race and class; the images and status of women.
Distribution I Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 201
The Roots of the African-American Family
An exploration of the social, economic, and religious issues affecting the African-American family.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Staff

Department of Africana Studies

AFRSTY 220
Free and Slave in the New World, 1492-1888
A survey of African-American and Afro-Caribbean societies from the European settlement of the Americas to the abolition of slavery in Brazil. The geographical focus is on Canada, the United States, Mexico, Guyana, Brazil, Cuba, and the English-speaking Caribbean-primarily Trinidad, Jamaica, and Barbados. The course introduces students to the historical debate over the varieties of slave systems.
Prerequisite: Permission of instructor.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 225
The Origins of Caribbean Civilizations
This course explores Caribbean society from the Columbian era to the period of emancipation. Taking an interdisciplinary approach, it focuses on the foundations of Caribbean civilizations in the English-, French-, and Spanish-speaking areas of the region. Special emphasis is given to the rise of African communities in the New World. (Course offered in the spring only.)
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 230
African-American Women's History
This course introduces students to the major issues in the history of African-American women. Topics include the role of women in pre-colonial Africa, the slave trade, the female experience in slavery, free women, African-American women and religion, and the role of African-American women in the early twentieth century.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Pilgrim

AFRSTY 250
The Civil Rights Movement
This course examines the American Civil Rights movement as it developed during the period from 1954 to 1965, and as it changed during the period from 1966 to 1986. The course assesses the roles played by individuals, movements, governments, and political leaders in the process of social change.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Kamara and Staff

AFRSTY L260 (AmSt L260)
African-American Folklore
This course examines the development and the significance of African-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is given to both African survivals and Indo-European influences in these genres.
Distribution I Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 270
The African-American Image on Stage, Screen and Television
The evolution and development of African-American characters and caricatures as they have been represented in theatrical, screen, and television presentations.
Prerequisite: Sophomore standing or permission of instructor.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Bullins

AFRSTY 280
The African-American Experience Through Music
An analysis of the varieties of African-American music. The course also examines the African roots of African-American music.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 290
Introduction to Caribbean Literature
An introduction to Caribbean literature in the twentieth century with emphasis on its social and cultural origins, the forces that have shaped it, and its ideological function. Through the reading of literature from a number of different Caribbean islands, participants seek to understand the diversity of approaches to such issues as national identity, the nature of the self, history, and the status of women.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 301
African-American Intellectual Thought
A survey course of the significant writings of African-Americans from the period of Emancipation to the present, with special reference to issues concerning the educational, political, sociological, and psychological status of African-Americans in the United States.
3 Lect Hrs, 3 Credits
Mr Kamara

AFRSTY 302
Martin and Malcolm X
An examination of the philosophical and ideological frameworks of Martin Luther King and Malcolm X. Their impact on African-American social movements, on modern American social and political life, and on the Third World is also considered. (Course offered in the spring only.)
3 Lect Hrs, 3 Credits
Mr Kamara and Staff

AFRSTY 310
Modern Caribbean Society
This course undertakes a descriptive and interpretive analysis of the growth of the modern English-speaking Caribbean society. Although the focus is specifically on the period 1918-1962, the class looks at that period in the historical context of colonialism and slavery in the new world (the Americas), and of the social and political attitudes shaped and derived from that period. Special attention is therefore given to the salient racial, social, political, economic, and religious issues that have significantly influenced and contributed to the complex social relations of present day Caribbean society.
3 Lect Hrs, 3 Credits
Mr Prou

Department of Africana Studies

AFRSTY 320
Problems in Urban Education
This course looks at the relationship between young people growing up in the cities and the efforts to reform urban schooling. The course examines the cultural, social, economic, and political dimensions of formal "education" in the city. Questions posed include: What is education? Why educate? Who is educated in the city? What impact does urban education have upon its recipients and their families, culture, community? What is the relationship between urban education and the American social order? (Course offered in the fall only.)
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 330
The Politics of Southern Africa
A study of politics in modern southern Africa. The nature and rise of national consciousness and the process of liberation in Mozambique, Angola, Zimbabwe, Namibia, and South Africa are explored. Also analyzed are the implications of the political process of southern Africa throughout the world.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 335
African-American Nationalism Before Garvey
This course explores the theme of African-American nationalism and the question of racial identity in the period from the American Revolution to World War I. Topics include the emergence of "back-to-Africa" movements, African-American communities in Canada, resettlement in the French- and English-speaking Caribbean, the African-American response to white colonizers, the establishment of African-American utopian communities, and western migration during Reconstruction.
Prerequisite: Permission of instructor.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

AFRSTY 340
Free People of Color in the Era of Slavery
This course focuses on the emergence of free African-American communities in the United States from the early colonial era to the Civil War. Topics include the development of free and slave status, African-American involvement in the Revolution, the abolition of slavery in the North, the position of Southern free African-Americans, the growth of independent African-American churches, African-American abolitionists, the convention movement, and the response of free African-Americans to the Civil War.
Prerequisite: AFRSTY 101 or 110.
3 Lect Hrs, 3 Credits

AFRSTY L350 (AMST L350)
Race, Class, and Gender: Issues in US Diversity
This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. Focusing on race, class and gender as distinct but interlocking relationships within society, the course examines both the commonalities and the differences that different historical experiences have generated.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 360
African-Americans in US Military History
This course explores the role of African-Americans in the military, and the impact of war on the African-American community, from the Revolutionary War to Vietnam.
Prerequisite: AFRSTY 110; junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 410
African-American Urban Politics
An examination of the dynamics of African-American politics in the urban setting.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kamara

AFRSTY 420
Race, Class, and Political Modernization
An exhaustive treatment of the evolution of the American sociopolitical system and the role and function of African people and Third World nationalities within that system. Special attention is given to the interplay between racial oppression and class exploitation as factors in the political process.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 430
Race and the American Legal System
This course focuses on the historical relationship between race and the American legal system. It examines the social forces and events that precipitated major court decisions and legislative enactments from slavery to the present.
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

AFRSTY 440
Post-Colonial Literature: Africa and the Caribbean
This course examines contemporary African and Caribbean literature in its historical, cultural, and intellectual context. Emphasis is on the ways different writers have attempted to develop new literary forms in order to create authentic images of their cultures and communities. The course also looks at the continuing influence of colonialism on the literary and social life of these communities. There is no prerequisite, but AFRSTY 290 is strongly recommended.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 480
Topics in Africana Studies
Intensive study of special topics varying each year according to instructor.
Prerequisites: AFRSTY 110 and junior or senior standing as an Africana studies major.
3 Lect Hrs, 3 Credits

AFRSTY 484
Departmental Seminar
A dialogical examination of selected topics as they impinge upon segments of the African-American community. These topics are treated with a view toward solutions.
3 Lect Hrs, 3 Credits

Department of Africana Studies

AFRSTY 488
Africana Studies Senior Thesis I
Study in depth of a topic chosen by the student in consultation with an honors advisor, and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar (AFRSTY 498-99). Honors are awarded on the basis of performance in the honors seminar, evaluation of the paper by the Africana Studies Concentration Committee, and 3.0 overall average.
Prerequisites: AFRSTY 498 and 499 and permission of the department. Hrs by arrangement, 3 Credits

AFRSTY 489
Africana Studies Senior Thesis II
See AFRSTY 488.

AFRSTY 498
Africana Studies Honors Seminar I
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisites: 3.0 overall average and permission of the department.
3 Lect Hrs, 3 Credits

AFRSTY 499
Africana Studies Honors Seminar II
See AFRSTY 498.

ALCOHOL AND SUBSTANCE ABUSE STUDIES PROGRAM

Program Coordinator

Associate Professor Stephanie Hartwell

Administered through the Department of Sociology, the Alcohol and Substance Abuse Program (ASAS) offers a flexible curriculum in the study of issues involving alcohol and other drugs. The required courses emphasize theory and research, as well as provide opportunities to gain practical experience in the design and delivery of treatment, prevention, or educational services and to work in research and policy-oriented settings. Elective courses address a wide range of topics.

The ASAS program is designed for students now working in or planning to enter careers in substance abuse services, or in areas where a general understanding of alcohol and drugs is an important part of job performance, such as nursing and health care, management and administration, social work and human services, law enforcement and criminal justice, primary and secondary education, and youth services. The program is also relevant for students planning to pursue graduate studies in the social and behavioral sciences, as well as professional degrees in law, social work, nursing, and medicine. Faculty advisors work with students to develop a curriculum suitable to their educational and career objectives.

The program may also be used to fulfill parts of the educational and practicum requirements of the Massachusetts Board of Substance Abuse Counselor Certification, a private organization for certification of counselors working in prevention and treatment services. This organization and its certification process have no formal relationship to the ASAS Program or to the University. Students interested in this certification should contact the committee's headquarters directly to find out how ASAS course work can be applied to certification requirements.

The Program

The Alcohol and Substance Abuse Studies Program is a certificate program open to matriculated students. Students who elect ASAS must submit a "Declaration or Change of Major, Minor, Program of Study or Concentration" form through the Office of the Registrar, listing ASAS in the Certificate category.

Requirements

Students who elect ASAS must complete required and elective courses in this 21-credit program as follows.

Required Courses (15 credits)*

SOCIOL/CRMJUS L367 (Drugs and Society)

SOCIOL/CRMJUS L368 (Alcoholism: Etiology and Epidemiology)

SOCIOL 369 (Alcoholism: Prevention and Treatment)

SOCIOL/CRMJUS L461 (Internship in Law and Criminal Justice) or SOCIOL/CRMJUS L462 (Internship in Law and Juvenile Justice) or SOCIOL 460 (Internship in Urban Social Service) (6 credits)

Within the required internship, students will choose an alcohol- or drug-related placement.

2 Electives (6 credits)*

SOCIOL 201 (Youth and Society)

SOCIOL 242 (The Family)

SOCIOL 261 (Social Deviance and Control)

SOCIOL/CRMJUS L262 (Criminology)

SOCIOL 316 (Family Violence)

SOCIOL 362 (Juvenile Delinquency)

SOCIOL 384 (Medical Sociology)

SOCIOL 386 (Sociology of Mental Health and Illness)

PSYCH 200 (Personality)

PSYCH 215 (Abnormal Psychology)

PSYCH 338 (Community Psychology)

PSYCH 333 (Group Dynamics)

PSYCH 341 (The Family and the Child)

PSYCH 362 (Psychopharmacology)

* Please note that SOCIOL 101 is a prerequisite for all sociology and criminal justice courses in the ASAS certificate program and that various prerequisites apply to psychology courses; check the psychology course listings in this catalog for specific course prerequisites.

Transfer Credit Policy

Up to 3 transfer credits may apply to this certificate. The ASAS program coordinator must approve the transfer course. Students from the College of Public and Community Service may, with the approval of the program coordinator, apply up to two competencies to ASAS requirements.

AMERICAN STUDIES PROGRAM

Faculty

Lois Rudnick, Professor and Director; Professors Peter Kiang, Esther Kingston-Mann; Associate Professors Rachel Rubin, Judith Smith; Assistant Professor Shirley Tang; Lecturers Paul Atwood, Phillip Chassler, Patricia Raub

The Program

The American Studies Program offers students the opportunity to explore the rich diversity of the United States—its peoples and their cultures. Students develop the kinds of broad historic and intercultural perspectives from which they can understand their own experiences—as well as those of other Americans—by studying literature and history; music, TV and film; institutions such as religion, family, politics and government; and social and scientific thought and belief-systems. The program gives special attention to racial, ethnic, gender, class and regional dynamics in the nation's past and present, and to the various forms of media and popular culture that shape and reflect them.

Requirements and Recommendations

The Major

The American studies major requires ten courses (30 credits). Five of these must be upper division and six must be American studies courses. The rest can be chosen from an approved list of some 100 related courses offered by other liberal arts departments and programs. Students can take up to two independent studies courses as part of their major. For students undertaking a double major, two related courses-including cross-listed courses—from the other major can be counted toward the American studies major. The American studies major has a special track for students interested in receiving teaching certification. The American studies handbook provides complete information about this option and related courses.

Courses for the major are distributed as follows:

A. One required introductory course:

- AMST 100 (American Identities) or AMST G110 (U.S. Society and Culture Since 1945)

B. Two courses to complete the discipline-based survey requirement:

- Either AMST 210 (American Dreams/American Realities) or HIST 165 (American History I) and
- HIST 166 (American History II)

C. Three "Modes of Analysis" courses chosen from among the following four areas:

1. Historical analysis:
   - American Studies decades courses—202, 203, 204, 205, 206, G212
   - AMST 210 (American Dreams/American Realities)
   - AMST G240 (War in American Culture)
   - AMST L311 (American Oral History)
   - ANTH 240 (Historical Archeology)
2. Ethnographic analysis:
   - AMST L270 North American Indians)
   - AMST L301 (Childhood in America)
   - AMST L373 (Men in America)
3. Literary analysis:
   - ENGL 200 (Literary Studies I)
   - ENGL 300 (Literary Studies II)
   - ENGL 320 (Autobiography)
   - ENGL 325 (Narrative in the Novel and Film)
   - ANTH 368 (Myth in Cultural Context)
4. Media analysis:
   - AMST 101 (American Popular Culture)
   - AMST 215 (America on Film)
   - AMST 235 (Social History of Popular Music)
   - AMST 310 (TV in American Life)
   - AMST L349 (HIST L349) (Cold War: Rise and Fall)
   - ART 265 (Film Analysis)
   - ART 272 (History of Photography)
   - POLSCI 365 (Politics of Communication)
   - POLSCI 367 (Politics by Internet)
   - WOST 220 (Women and the Media)

D. Three electives:

To give coherence to their program of study, we encourage students to focus three of their elective courses within the major in one of the following areas:

1. Literature and History
2. Media/Popular Culture Studies
3. Gender and Sexuality
4. Race and Ethnicity
5. The US in Global Context

E. The Senior Capstone Project:

The capstone, or final project requirement, can take two forms that direct students to the most appropriate culmination of their major/minor studies in terms of their post-graduate plans: immediate entry into the work force, continued study in a graduate program, or teacher certification. Prerequisites for the capstone are junior-level standing and three American studies courses. Capstone options include

- A 400-Level Research Seminar: recommended for students who are interested in teaching and graduate study. An alternative is an independent study (AMST 478, 479) that will lead to a research-based paper or project, under the sponsorship of an advisor.
- A supervised three- or six-credit internship: recommended for students entering the work force directly (AMST 490, 491). Students should select an internship the semester before they wish to do one, in consultation with an American studies faculty advisor and the Office of Co-op Education and Internships. Students are evaluated for the Internship by their academic advisor, based on the reports of their work supervisor and their academic advisor's assessment of the work they have produced during the term. A six-credit internship is recommended for students engaged in a long-term (two-semester) workproject; this project must result in a substantial piece of applied research (see the American studies handbook for complete details).

American studies majors who are doing a double major or a minor in related departments or programs are encouraged to take advantage of internship and field work opportunities in those fields.

American Studies Program

The Minor

Requirements for the minor include:

A. Six courses (18 credits), three of which must be at the upper level, and three of which must be American studies courses.

B. One of the following discipline-based survey courses:
   - AMST 210 (American Dreams/American Realities)
   - HIST 165 (American History I)

C. One 300-level course and one 400-level capstone course.

D. Students can count one independent study course and one three-credit internship toward completion of the American studies minor.

It is recommended that students take three of the courses in one of the following five focus areas:

1. Literature and History
2. Media/Popular Culture Studies
3. Gender and Sexuality
4. Race and Ethnicity
5. The US in Global Context

Students majoring in another discipline can count two related courses from their major toward an American studies major or minor, including cross-listed courses.

Pass/Fail Option

American studies majors and minors can take only one course pass/fail for their program of study.

Transfer Credit Policy

Students must take at least five of their American studies courses for their major at UMass Boston, and can transfer in no more than five courses to meet their major requirements.

Honors and Awards

Students who wish to write an honors thesis must have a cumulative average of 3.3 in the major and an overall grade-point average of at least 3.0. They must take one 400-level research seminar and enroll in AMST 498, where they work under the supervision of a faculty advisor. (See the American Studies handbook for complete details.) Each year the American Studies Program chooses a student with a strong academic record to receive the American Studies Book Award, which is presented at the Honors Convocation.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "AMST L260 (AFRSTY L260)," which is cross-listed with the Africana Studies Program.

Courses

AMST G110
U.S. Society and Culture Since 1945

AMST G212
The US in the Eighties

AMST G240
War in American Culture

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

AMST 100
American Identities
"What is an American?" The subject of this course is how the diverse identities of North Americans are constructed, defined, and explained. Through a variety of resources—including historical sources, material artifacts, fiction, poetry, film, and music–students explore individual, family, community, ethnic, class, gender, and racial identities in relation to regional, national, and transnational identities.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 101
Popular Culture in America
This course introduces students to the varieties of popular culture in America, including popular literature, live entertainment, radio, movies, and television. In-depth case studies of such particular forms of popular culture as humor and music are included. In class viewing and listening accompany case studies.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

Intermediate-level Courses

Please note: English 101 and 102 are prerequisites for all 200-level courses.

AMST 200
Special Topics
Various specialized topics are offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AMST 201/LATCTR 220
Latinos in the US
This course seeks to examine the development of people of Hispanic descent, and to understand how this history intersects important junctures in US history. The course explores such topics as the formation of Latino groups; emigration, migration, and settlement; the impact of Latinos on US culture; and the development of pan-ethnic identities.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

AMST 202
The Twenties
A study of the impact of World War I and the post-war social, economic, and political environment on selected issues of American life in the 1920s: the rise of social and political intolerance the businessman as hero and anti-hero; the "lost" generation; the "New Woman" and the "New Negro."
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.

AMST 203
The Thirties
A study of American society and culture during the years from the Panic of 1929 to the attack on Pearl Harbor in December, 1941 using several kinds of evidence: the accounts of people who lived during the decade, the interpretations of historians, and the representations of artists, writers, and filmmakers. The objective of the course is to develop an idea of the main characteristics of American society and culture during the 1930s, a conception of the decade's significance, and an increased understanding of the processes of historical and cultural analysis and interpretation.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

American Studies Program

AMST 204
The Forties
A study of the history and culture of the 1940s. The course focuses on the social, political, and scientific effects of World War II, rather than on the conduct of the war itself.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

AMST 205
The Fifties
This course covers the period from the end of World War II in 1945 to President John F Kennedy's inauguration in 1961, focusing on the social, political, economic, and cultural trends of the era. Topics include the Cold War, the atomic age, McCarthyism, the early civil rights movements, the Fifties family, rock 'n' roll, the Golden Age of television, automobile culture and the growth of the suburbs, and the Beat movement.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

AMST 206
The Sixties
The course focuses on protest and the role of youth. Who protested and why? Was the phenomenon of the sixties an aberration or part of a larger radical tradition in America? What was the impact on the seventies? Readings are drawn from the works of participants in the student, black, feminist and peace protest movements, from the intellectuals who defended and attacked them, and from the growing body of retrospective, analytic, and historical literature which attempts to explain what really happened in that tumultuous decade.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

AMST 210
American Dreams/American Realities: Men and Women in Society and Culture 1600-1860
Documents, diaries, letters, essays, fiction, and art, along with secondary historical and anthropological sources, are used to compare the dreams and realities of men's and women's lives in America from the first contact between European explorers and Native Americans up through the Age of Reform (1830-60). Topics include visions of landscape and nature; contrasting cultures of Indians and Anglo-Americans; family and "women's place"; slavery; working class organization; and women's rights.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 215
America on Film
This course focuses on the flowering of American cinema through decades of social, political, and cultural change. It examines both classic representations of "The American Experience" and films which challenge such classic representations. The relations between film and other arts, and between film, history, and ideology, are an ongoing concern.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: The Arts.
Diversity Area: United States.
4 Lect Hrs, 3 Credits

AMST L223 (ASAMST or SOCIOL L223)
Asian Minorities in America
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian-American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST L225 (ASAMST or SOCIOL L225)
Southeast Asians in America
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST L228 (ASAMST or SOCIOL L228)
Asian Women in the United States
Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experience of Asian women in the United States from 1850 to the present. Topics include the transformation of Asian women's traditional roles as part of the acculturation process; exclusion; changing roles within the Asian American family; resistance to oppression as defined by race, gender, class; and the continuing impact of international politics.
Prerequisite: AMST L223 or AMST L225 or permission of instructor.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 230
American Humor
A survey of selected aspects of American humor from the nineteenth century to the present. The focus is on historical, social, and cultural contexts and meanings. The course explores tensions and protest as expressed through humor, particularly with regard to ethnic differences, sexism, racism, rural and urban world views, and the deflation of the pompous, official, authoritarian, bureaucratic, and rigid.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AMST 235
The Social History of Popular Music
This course analyzes the social forces, technological advances, and multicultural influences that have contributed to the development of US popular music, including Tin Pan Alley pop, blues, country, rhythm and blues, rock 'n' roll, rock, soul, punk, disco, rap, and heavy metal. Popular music is treated as commercial mass culture and discussed as a social indicator. Extensive use is made of audio and video recordings.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST L260 (AFRSTY L260)
African-American Folklore
This course examines the development and the significance of African-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is given to both African survivals and Indo-European influences in these genres.
Distribution I Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

American Studies Program

AMST L270 (ANTH L270)
Indians of North America
An introductory survey of North American Indian societies and cultures. Emphasis is given to the descriptive comparison of selected Indian societies, on their histories, and on problems in cross-cultural understanding. The course focuses on pre-twentieth-century cultures and history.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Upper-level Courses

Please note: The prerequisite for upper-level American studies courses is junior standing or permission of the instructor. In addition, it is strongly recommended that students wishing to enroll in any upper-level course have completed either AMST 210 or HIST 165.

AMST L301 (ANTH L301)
Childhood in America
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth-century industrialization and urbanization, and twentieth-century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; child enculturation among selected American Indian groups; child and family life among Hispanic Americans; the importance of gender as a variable in childhood experience; the growing importance of formal institutions such as schools, youth organizations, and medical institutions as environments for the young. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected contemporary policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights movement.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 310
Television in American Life
The American experience with television and its cultural, political, and economic implications. Topics include technological innovation, entrepreneurship, the changing cultural content of "prime-time" programming, and public broadcasting cable system capabilities. (Offered only in the summer session.)
3 Lect Hrs, 3 Credits

AMST L311 (WOST L311)
American Oral History
This course explores oral history interviewing, texts, and films, within the context of efforts to create a representative social and cultural history of the US. Students design individual or group oral history projects, to capture the experiences and perspectives of people formerly regarded as "unhistorical"—in particular, women, working class people, ethnic/racial minorities, and gays and lesbians. This course satisfies the research requirement for women's studies majors.
Prerequisites: Junior standing; one women's studies course, or one American studies course.
3 Lect Hrs, 3 Credits

AMST 335
Music and Politics
This course treats popular music as a social indicator, examining the relationship between popular music and various social issues, problems, and movements. It is organized thematically, addressing such topics as racism, sexism, censorship, social change, consciousness raising, and the impact of globalization. The course draws on historical and contemporary readings at the intermediate and advanced levels. There is extensive use of audio and video recordings to explicate various themes and issues.
3 Lect Hrs, 3 Credits

AMST 340
Mexico and the United States
A study of the way North Americans have imagined Mexicans and Mexicans have imagined themselves. Representatives of Mexican social, intellectual, and cultural movements are examined along with North American visitors, writers, politicians, and commentators. Particular emphasis on women, indigenous and regional figures in four periods: Colonial, mid-19th century, early 20th century, and the present.
3 Lect Hrs, 3 Credits

AMST L349 (HIST L349)
Cold War: Rise and Fall
This course examines the shifting US and Russian images of each other during the rise and fall of the Cold War. It focuses in particular on the way that issues of difference play out in the US/Soviet/Russian encounter, and on the emergence of public perceptions which linked struggles for racial, gender, and social equality with Communism and its agents.
Distribution II Area: Humanities.
Diversity Area: International.
3 Lect Hrs, 3 Credits

AMST L350 (AFRSTY L350)
Race, Class, and Gender: Issues in US Diversity
This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. Focusing on race, class and gender as distinct but interlocking relationships within society, the course examines both the commonalities and the differences that different historical experiences have generated.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 353
Border Cultures
An introduction to the field of border studies, this course investigates the linguistic, cultural and historical meanings of the concept of "border" for several Latino/a groups, particularly Puerto Ricans, Mexican Americans, and Cuban Americans. While attending to the distinct histories of the groups in question, the course also looks for cultural and artistic links which connect Latino people.
3 Lect Hrs, 3 Credits

AMST 355
Black Popular Culture
This course requires students to engage with Black/African diasporic cultural products intended for a mass audience. The macro-contents of American and global consumer capitalism and the micro- categories of ethnicity, gender, and sexualities are used as a framework for the critical analysis of production, consumption, and reception of African American popular culture in the US and abroad.
Prerequisite: Junior standing or permission of instructor.
2 Lect Hrs, 1 Disc Hr, 3 Credits

American Studies Program

AMST 360
Work, Society, and Culture in Modern America
This course has a double focus: the history of work in the modern US, and the cultural representations (fiction, movies, television, music, and others) that people have made of their working lives. All manner of work—from domestic service to farm labor—is considered. Above all, this course examines how work functions as a "way of life" in American cultural history.
3 Lect Hrs, 3 Credits
Prerequisite: Junior standing or permission of instructor.

AMST L372 (ENGL L372)
American Women Writers and American Culture
This course examines the significant contribution that women writers have made to the creation and development of an American national literature and culture. Points of emphasis include studying representative writers from different historical periods; examining the structures, forms, themes, concerns, and cultural contexts of individual works, as well as tendencies; and examining the relation of women's writing to American culture.
3 Lect Hrs, 3 Credits

AMST L373 (ANTH L373)
Men in America
An investigation into the meanings and practices of manhood in the contemporary United States as these emerge in various realms of experience—family, work, war, imprisonment, sexuality, aging, art, and others. The course uses biographies, autobiographies, and ethnographies in seeking to understand the diversity of masculinities and consults anthropological and interdisciplinary theories of gender for further insight. Student research and writing are emphasized.
Prerequisites: ANTH C100, or 103, or 106, or AMST 100, or permission of the instructor.
3 Lect Hrs, 3 Credits

AMST L377 (ENGL L377)
Irish-American Literature and Culture
Studies of Irish-American culture during that century between the great famine and the Kennedy presidency. Emphasis is given to the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill.
3 Lect Hrs, 3 Credits

AMST 393 (HIST 393)
The Social History of American Women
This course provides a general social history of women in the United States and the institutions that governed their lives-the family, sexual and reproductive practice, child-raising practices, the social organization of work, and control over the means of production.
Prerequisites: One women's studies course and permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST L394 (WOST L394)
Women in US Social Movements
A selective survey of the motivations, strategies, experiences, and accomplishments of US women who have been activists in a variety of social movements during the nineteenth and twentieth centuries. Students have the opportunity to do a research project on an activist in any of several movements, including, among others, anti-slavery, birth control, civil rights, gay and lesbian liberation, labor, peace, socialism, suffrage, temperance, and women's liberation.
3 Lect Hrs, 3 Credits

Capstone Courses

Please note: Junior standing and three American studies courses prerequisite for all capstone courses.

AMST 405
The Immigrant Experience
Through letters, essays, autobiography, fiction, film, oral and written history, the course explores the historical and cultural issues raised by native-born Americans (Anglos) and immigrants (Aliens) who were involved during the late 19th and early 20th centuries in defining the sometimes agonizing process of becoming an American. Representative documents reveal a variety of conflicting views about the process and meaning of Americanization: from the defensive essays of Anglo-Saxon supremacists, through Jane Addams' sensitive witness of immigrant life, the letters, diaries and accounts of immigrants, and two works of immigrant fiction.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 420
Special Topics
Various seminars in the study of American culture will be offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

AMST 435
Music and 20th Century American Literature
An investigation into the meanings and practices of manhood in the contemporary United States as these emerge in various realms of experience—family, work, war, imprisonment. An exploration of relationships between literature and popular musical forms in twentieth-century American culture. Through a program of paired readings in fiction, essay, and poetry, and listenings in blues, Tex-Mex, country, rock and other genres, students consider the ways in which writers have invoked music formally, atmospherically, and thematically in their work. Uses biographies, autobiographies, and ethnographies in seeking to understand the diversity of masculinities; and consults anthropological and interdisciplinary theories of gender for further insight. Student research and writing are emphasized.
3 Lect Hrs, 3 Credits

AMST L436 (ART L436)
The American Suburb
This course traces the history of the American suburb during the nineteenth and twentieth centuries, emphasizing the changing social and physical character of suburban development. It investigates the relationship between design and society through the study of such topics as the nature of domesticity, the technologies of housekeeping, the impact of the automobile, and the suburb in the American imagination.
3 Lect Hrs, 3 Credits

AMST 440
US in Global Context
An exploration of American responses to key events of the 20th century in light of non-US (and non-mainstream US) perspectives that frequently focused on very different issues and priorities. The course considers public, media/arts, and official reactions to struggles for colonial independence, to World War II, and to the "proxy battles" that were characteristic of the Cold War. The "public" that is studied includes women as well as men, and people from a variety of social classes and racial/ethnic backgrounds. Non-US media perspectives include England, Ireland, India, Israel, Cuba, and Russia. The course, relies—to the extent possible—on the use of primary sources; participants consider how to use them sensitively and with a measure of sophistication. The course is intended to provide a vehicle for integrating the various methods of study of US history and culture encountered in previous course work.
3 Lect Hrs, 3 Credits

American Studies Program

AMST L470 (ENGL L470)
New England Literature and Culture (D)
A study of the New England literary tradition from about 1850 to the near present. How have writers and critics contested their differing versions of native grounds and reinvented the New England idea in their works? Consideration of such topics as Native American culture, Puritanism and Transcendentalism, slavery and Abolitionism, immigration and ethnicity, nationalism and regionalism, industrialization, and popular culture.
Prerequisites: ENGL 200, 201, or 206.
3 Lect Hrs, 3 Credits

AMST L471 (ENGL L471)
The City in American Literature and Culture (D)
A study of physical, social, and cultural aspects of the American city, as reflected and constructed in architecture, the arts (literature, film, music, visual arts), and theory. The course focuses on four historical periods: the mid-19th century, the turn of the century, the mid-20th century, and the present; and includes a capstone research project.
3 Lect Hrs, 3 Credits

AMST L476 (ANTH L476)
Current Issues in Native America
A seminar focusing on the lives of modern Native Americans, on and off reservations. Topics for reading, discussion, and original research include law, politics, economic development, public health, education, and the arts. Each student compiles and presents a comprehensive case study on a subject relevant to one of the seminar themes.
Prerequisites: AMST L270 (ANTH L270) or permission of instructor.
3 Lect Hrs, 3 Credits

AMST 478, 479
Independent Study
Advanced students may conduct independent research under the supervision and guidance of members of the faculty.
Hrs by Arrangement, 1-3 Credits

AMST 490, 491
Internship in American Studies
Part-time experience in an appropriate business, government, public advocacy, or nonprofit institution, supervised by an on-site supervisor and an American Studies Program faculty advisor. Bi-weekly conferences with faculty advisor and written/audio-visual work are required.
3 Lect Hrs, 3 Credits

AMST 498
Honors
To be eligible for honors work in American studies a student must be doing a concentration or major in American studies and must have a cumulative average of at least a 3.3 in the program, and an overall grade-point average of at least 3.0. The student defends the Honors project with the help of an American studies faculty advisor and enrolls in AMST 498-499.
3 Lect Hrs, 3 Credits

AMST 499
Honors
See AMST 498.
3 Lect Hrs, 3 Credits

Graduate Courses

Some graduate-level courses in American studies are open to undergraduates. Please contact the program office for further information.

DEPARTMENT OF ANTHROPOLOGY

Faculty

R Timothy Sieber, Professor and Chair; Associate Professors Reza Fazell, Michael Gibbons, Stephen Mrozowski, Judith Zeitlin; Assistant Professors Ana Aparicio, Patrick Clarkin, Amy Den Ouden, Stephen W Silliman; Lecturers Ann-Marie Mires, James Pasto, Lauren Sullivan, Amy Todd, Alan Waters, Barbara Worley

The Department

Anthropology is the systematic study of the nature of human beings—as animals, as social beings, and as creators and users of symbols. This department's curriculum offers introductory, intermediate, and advanced courses in the four fields of anthropology: sociocultural anthropology, linguistic anthropology, biological anthropology, and archaeology. Through these courses, majors and non-majors alike may investigate the origins and evolution of the human species and the wide range of human adaptive techniques (patterns of culture) exhibited by peoples in all regions of the globe, from the dawn of the Paleolithic to the present.

Requirements and Recommendations for the Major

Majors Declared Starting September, 2002

Please note: Students declaring a major or minor after September 1, 2002 follow the new major or minor requirements outlined below.

Majors in Anthropology will complete a minimum of eleven courses, distributed according to the following guidelines:

I. Subfield introductory courses (3 courses required)
- ANTH 105
- ANTH 106
- ANTH 107

II. Sociocultural theory (1 course required)
- ANTH 345

III. Area studies (1 course required from the following list):
- ANTH 234
- ANTH L270
- ANTH 271
- ANTH 272
- ANTH 273
- ANTH 274
- ANTH 334
- ANTH L336
- ANTH L338
- ANTH L476

IV. Methodology (1 course required from the following list):
- ANTH 240
- ANTH 241
- ANTH 281
- ANTH 316
- ANTH 317
- ANTH 348
- ANTH 352
- ANTH 385
- ANTH 410
- ANTH 412
- ANTH 413
- ANTH 432

V. Comparative analysis (1 course required from the following list):
- ANTH 210
- ANTH 211
- ANTH 212
- ANTH L243
- ANTH 250
- ANTH 252
- ANTH 277
- ANTH 285
- ANTH L301
- ANTH 310
- ANTH 313
- ANTH 350
- ANTH 351
- ANTH 356
- ANTH 357
- ANTH 358
- ANTH 360
- ANTH 363
- ANTH 366
- ANTH 367
- ANTH 368
- ANTH 450

VI. Proseminar :
- ANTH 425

VII. Additional courses for the Major (3 courses required):

To complete their majors, students may choose any three additional courses from the lists above as well as from the department's special topics offerings, ANTH Z280 and ANTH 480. At least one of these three courses must be at the 300-level or above, if the student has not already completed three such advanced departmental courses.

Only one of these three additional required courses can be drawn from the courses listed below to meet the eleven-course minimum, but departmental majors are encouraged to take these or other courses beyond the minimum requirements as appropriate to their interests. Students are reminded that only one Intermediate Seminar (courses with a "G" prefix) may be taken for credit at UMass Boston.
- ANTH G220
- ANTH G221
- ANTH G222
- ANTH G223
- ANTH G224
- ANTH G230
- ANTH 444
- ANTH 478/479
- ANTH 483-486
- ANTH 488
- ANTH 490/491

Majors Declared Before September, 2002

Students who declared a major before September 1, 2002, follow the requirements outlined below. They are required to take a minimum of ten courses in the department, to be selected according to the following guidelines:

I. Introductory Courses: ANTH 102 (Introduction to Archaeology and Biological Anthropology) and ANTH 103 (Introduction to Cultural Anthropology). One or the other of these is prerequisite to many related, advanced anthropology courses; ordinarily they should be taken during the freshman or sophomore year. ANTH C100 may be counted toward the major only by those students who have taken the course before declaring their major. These students may substitute C100 for 103 with the permission of their faculty advisor. Students who have not completed 103 should take ANTH 106. Students who have not completed 102 should take ANTH 105. In any event, only two 100-level courses may count toward the major.

II. One course in Sociocultural Anthropology: ANTH 345 (Sociocultural Theory) or ANTH 350 (Elements of Social Organization) or ANTH 351 (Evolution of Culture) or ANTH 363 (Cultural Ecology).

III. One course each from two of the other fields (total of two courses):

A. Linguistic Anthropology: ANTH 281 (The Structure of Human Language) or ANTH 285 (Language and Culture);

B. Biological Anthropology: ANTH 210 (Biosocial Bases of Human Behavior) or ANTH 211 (Human Origins) or ANTH 212 (Human Variation) or ANTH 310 (Primate Behavior) or ANTH 316 (Nutrition, Growth, and Behavior);

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C. Archaeology: ANTH 233 (Old World Prehistory), or ANTH 234 (New World Prehistory) or ANTH 240 (Historical Archaeology), or ANTH 241 (Archaeological Method and Theory).

These courses are designed to introduce the student to basic concepts in each field and ordinarily should be taken before more advanced courses.

IV. Five courses beyond the introductory level, consisting of three from one field and two from another. Courses taken to fulfill requirements II and III above may also count toward this requirement.

For purposes of meeting this requirement, courses are classified as follows:

1. Sociocultural Anthropology:

a. Courses in social institutions:
- ANTH 345
- ANTH 350
- ANTH 351
- ANTH 356
- ANTH 366

b. Courses in cultural types:
- ANTH 250
- ANTH 252

c. Topical courses:
- ANTH 277
- ANTH L301
- ANTH 357
- ANTH 358
- ANTH 360
- ANTH 363
- ANTH 367
- ANTH 368
- ANTH L476

d. Courses in method and theory:
- ANTH 348
- ANTH 352
- ANTH 483
- ANTH 488
- ANTH L575 (AMST L575)

e. Courses in cultural areas of the world:*
- ANTH L270
- ANTH 271
- ANTH 272
- ANTH 273
- ANTH 274

*No more than two of these cultural area courses may be counted toward the major.

2. Linguistic Anthropology:
- ANTH 281
- ANTH 285
- ANTH 385
- ANTH 486

3. Biological Anthropology:
- ANTH 210
- ANTH 211
- ANTH 212
- ANTH 310
- ANTH 313
- ANTH 316
- ANTH 317
- ANTH 410
- ANTH 412
- ANTH 413
- ANTH 484

4. Archaeology:
- ANTH 230
- ANTH 233
- ANTH 234
- ANTH 240
- ANTH 241
- ANTH 332
- ANTH 334
- ANTH L336
- ANTH L338
- ANTH 485
- ANTH 515
- ANTH 525
- ANTH 530
- ANTH 540
- ANTH 545
- ANTH 550
- ANTH 565
- ANTH 570
- ANTH 572

Other Requirements

To complete the major, eight courses beyond the introductory level must be taken (of which three must be at or above the 300 level) and a grade point average of 2.0 or better attained in the major by the time of graduation.

Anthropology courses may be taken pass/fail for credit toward the BA degree. Courses taken pass/fail, however, with the exception of ANTH 483, 484, 485, and 486 may not be used to satisfy requirements toward the anthropology major except when taken prior to declaring the major.

Joint Major in History and Archaeology

Students with an interest in American historical archaeology may elect the joint major in history and archaeology, which is designed to provide students with a cohesive program of archaeological and historical study in the cultures of America. The breadth of this major prepares students for careers in historical archaeology and for graduate study in the field. Students in this joint major will follow an integrated program of study in history and archaeology according to the following guidelines:

I. A total of 14 courses is required as specified below.

A. All students must take the following basic courses: ANTH 102, ANTH 240, ANTH 241, HIST 112, HIST 265, HIST 266, and HIST 480 or 481.

Students must choose one course from each of the following lists:

American History: HIST 370, 371, 372, 374, 375, 376, 377, 394, 395

European History: HIST 310, 313, 321, 329, 331, 334, 339

Ethnographic Analysis: ANTH 252, 350, 380

History of Other Cultures in America: HIST 152, 153, 355, 356, 373, 482

Anthropology of Other Cultures: ANTH 234, L270, 272, 273, 332

Material Culture: HIST 121, 122; Art 230, 254, 262, 326, 330

Students must take one additional practical course in historical archaeology. This may be an anthropology independent study course, an internship, or a field research course.

II. Courses are also recommended in American historical literature, pre-seventeenth century European history, and cultural ecology, for students interested in these related areas.

III. Each student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done before taking courses in either department, but should come close to the beginning of the student's stay at UMass Boston. This planning does not require departmental approval so long as both advisors concur in their judgment of the program's viability, and so long as the requirements are satisfied. Any waiver of the requirements for the joint major, however, requires the approval of both the Anthropology and History Departments.

Note: The joint major in history and archaeology is not a double major. In a double major a student must fulfill the major requirements of both departments, while in this joint major fewer courses, in another pattern, are required.

Honors

Departmental honors involve an intensive two-semester program of individual research conducted under the direction of a member of the department and leading to the presentation of an honors paper.

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Requirements for honors candidacy include: senior standing; at least four upper-level courses in anthropology; a 3.5 GPA in the major, a 3.0 overall GPA; and the sponsorship of an honors advisor from among the department faculty. Qualifying students enroll in ANTH 490 and ANTH 491 during their senior year. Honors research is evaluated by a committee of three faculty members, including the honors advisor. For further details, consult the department's guide for majors.

Requirements and Recommendations for the Minor

Scope

The minor in anthropology provides students who major in another discipline with an anthropological perspective to complement their major area of study. This holistic, evolutionary, and comparative viewpoint can be applicable to many disciplinary and preprofessional majors that focus on aspects of human culture and biology.

Requirements

Students wishing to minor in anthropology who declare after September 1, 2002, must take a minimum of six courses: two of the three introductory courses (ANTH 105, 106, 107), and four other courses in anthropology. Only one of these courses may be a directed study or internship or cooperative education course, and a minimum of two of these courses must be at the 300 level or above. No pass/fail courses may be counted. At least four of the six courses must be taken at UMass Boston. Students must achieve a minimum GPA of 2.0 in the program for successful completion.

Students who declare their minor prior to September 1, 2002, must take six courses in anthropology. Minors must have taken both ANTH 102 and ANTH 103 (or ANTH C100), as well as four additional courses, at least *two* of which must be at the 300 level or beyond. No pass/fail courses may be counted. One upper-level course may be transferred for credit toward fulfillment of the requirements. Students must achieve a minimum GPA of 2.0 in the program for successful completion. If you have started the minor before September 2002 but not yet completed ANTH 102, you should take ANTH 105. If you have not yet taken ANTH 103, you should take ANTH 106.

Transfer Credit Policy

At least five of the eight upper-level courses required for the anthropology major must be taken at UMass Boston, but additional anthropology courses may be transferred for general University credit toward the BA degree. Students must petition the departmental curriculum committee to transfer courses for credit toward the major. One upper-level course may, with departmental approval, be applied toward requirements for the minor.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ANTH L270 (AMST L270)," which is cross-listed with the Program in American Studies.

Courses

ANTH G112
Understanding Human Behavior

ANTH G113
Food and Society

ANTH G220
Indigenous Peoples and Cultural Change in Amazonia

ANTH G221
Controversies in Anthropology

ANTH G222
Aztecs and Spaniards in the Conquest of Mexico

ANTH G224
Rise and Fall of the Maya

ANTH G230
Archaeological Myth and Mystery

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ANTH 105
Introduction to Biological Anthropology
The study of human biological evolution and human population variation. This course introduces the history, theory, and methods of research in biological anthropology through lectures and hands-on exercises. Major topics include: geological time, classification, and the place of humans in the animal world; evidence for primate and human evolution; evolutionary theory and genetics; and discussion of the evolutionary forces involved in producing human population variation. This course addresses, in assignments and during class time, the following general education capabilities: critical thinking; using technology to further learning; quantitative reasoning; collaborative work; and effective communication. Students who have taken ANTH 102 may not receive credit for ANTH 105.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
2 1/2 Lect Hrs, 1/2 Lab Hr, 3 Credits
Mr Clarkin, Mr Gibbons

ANTH 106
Introduction to Cultural Anthropology
An introduction to the anthropological study of cultures, based on ethnographic descriptions and analyses of tribal, developing, and modern state societies. The course explores a variety of concepts and approaches to the study of culture, and participants acquire experience in critical reading, critical thinking, and analytic writing. Students who have taken ANTH 103 may not receive credit for ANTH 106.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ANTH 107
Introduction to Archaeology
The study of the past through scientific analysis of the traces left behind by humans. This course introduces the history, theory, and methods of archaeological research through lectures and hands-on projects. Archaeological data are then used to examine such major transformations of human cultural evolution as the domestication of plants and animals and the origins of complex civilizations. Students prepare a paper suitable for the Writing Proficiency Requirement Portfolio. Students who have taken ANTH 102 may not receive credit for ANTH 107.

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Distribution I area: Social and Behavioral Sciences.
Distribution II area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Mrozowski, Mr Silliman, Ms Zeitlin

ANTH 210
Biosocial Bases of Human Behavior
This course is an introduction to the various methods and approaches by which we study the biological nature of human beings. It applies anthropological, biological, and psychological data and methods to the understanding of our biological nature and heritage. The focus of the course is on the way evolution has shaped human behavior through the interaction of culture and biology.
Prerequisites: ANTH 102; or permission of instructor; sophomore standing.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ANTH 211
Human Origins
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variability.
Prerequisite: ANTH 102 or 105; or permission of instructor.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Gibbons and Staff

ANTH 212
Human Variation
A consideration of the factors involved in the production and maintenance of biological variability within and between human populations.
Prerequisite: ANTH 102 or 105; or permission of instructor.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 234
New World Prehistory
A broadly-based reconstruction of the prehistory of North and South America, from the peopling of the New World to the period of initial European contact.
Prerequisites: ANTH 102 or 107; or permission of instructor; sophomore standing.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Zeitlin, Mr Silliman

ANTH 240
Historical Archaeology
An introduction to historical archaeology, from its initial development to future directions. Topics include the subfields which comprise historical archaeology and their interrelationships; the contributions, both substantive and methodological, of historical archaeology to the field of archaeology; and industrial and historic sites in North America.
Prerequisite: ANTH 102 or 107, or HIST 265; or permission of instructor.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Mrozowski

ANTH 241
Archaeological Method and Theory with Laboratory
An introduction to the theory and application of archaeological methods. Emphasis is given to the ways in which archaeologists view prehistory and on the techniques by which data are gathered, interpreted, and integrated to complete a coherent picture of prehistoric events. The lab focuses on practical skills and methods archaeologists employ in the field and laboratory.
Prerequisite: ANTH 102 or 107, or E&GSCI 105; or permission of instructor.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Mrozowski, Mr Silliman, Ms Zeitlin

ANTH L243 (WOST L243)
Rethinking the Family
This course analyzes the ways in which culture shapes perceptions of family. It explores the increasing medicalization of reproduction and the body, the differentially gendered notions of infertility, and the ways in which race, class, and sexual orientation affect commonly held and frequently subscribed-to beliefs about what constitutes family.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ANTH 250
Hunter-Gatherer Cultures
Study of the hunter-gatherer form of human adaptation. Ethnographic data from hunter-gatherer cultures is examined, and models derived from these data are applied to the archaeological evidence for prehistoric hunter-gatherers.
Prerequisite: ANTH C100, or 102, or 103, or 106, or 107; or permission of instructor.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ANTH 252
Urban Anthropology
A comparative study of the form and quality of urban life in the contemporary United States and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analyses of cities; and considers their significance in the broader field of urban studies. Attention is also given to the cultural evolutionary processes leading to the origin and spread of cities and urbanized society, in both the ancient and modern worlds.
Prerequisite: ANTH C100, or 103, or 106; or permission of instructor.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Sieber, Ms Aparicio

ANTH 270-274
Culture Areas of the World
These courses investigate patterns of social and cultural uniformity, diversity, change and evolution within the culture areas of the world. Culture areas are geographical regions whose indigenous peoples share historical interconnections, related cultures and languages, and a similar profile of ecological conditions and adaptations. While these factors help to create widely shared cultural and historical themes, each society within a culture area must also adapt to a unique set of local factors and each has a unique history of development. As a result, each society within the larger culture area integrates the shared themes and adaptations in distinctive ways. Studying these complex themes and variations helps us to understand historical development, the range of human cultural potential, and the modern geopolitical situation.

Department of Anthropology

ANTH L270 (AMST L270)
Native Peoples of North America
An introductory survey of Native American societies and cultures. Emphasis is given to the descriptive comparison of selected Native American societies, on their histories, and on problems in cross-cultural understanding. The course focuses on pre-twentieth century cultures and history.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Den Ouden

ANTH 271
Peoples and Cultures of the Middle East
An examination of historical and sociopolitical forces in the formation of the contemporary Middle East; the cultural, ethnic, and economic diversity of modern nation-states in this region; neo-colonialism and imperialism as persisting obstacles to development and progress in this part of the world; and the role of Islam in reformist and revolutionary movements.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Fazell

ANTH 272
Peoples and Cultures of Africa
An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

ANTH 273
Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
A survey of Mesoamerican ethnology including an introduction to cultural and linguistic regions through comparisons of ethnographic materials. Emphasis is given to acculturation, during the colonial period, among indigenous and Spanish-speaking populations, and, in the contemporary period, on social change among rural and urban sectors.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Aparicio, Ms Todd

ANTH 274
Peoples and Cultures of the Caribbean
An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration, with attention to the importance of transnational communities and migrations that link the islands with the North American mainland.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Ms Aparicio, Mr Waters

ANTH 277
US Immigration: Contemporary Issues and Debates
Large-scale post-1965 immigration to the U.S. has significantly reshaped national life. Immigrants from the Caribbean, Latin America, Asia, Africa, and Europe have radically altered the way we think about cities, race, ethnicity, nation, and politics. Key themes covered include history, politics, and processes of immigration; class and race dimensions; transnationalism; immigrants in the economy; and comparative group experiences.
Prerequisite: Sophomore standing, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Aparicio

ANTH Z280
Special Topics
The study of special topics in anthropology. Consult department's description of current offerings to find out about the topics being explored this semester. May be repeated for credit.
Prerequisite: Varies with topic; usually the appropriate introductory-level anthropology course (ANTH C100, 102, 103, 105, 106, or 107); or permission of instructor.

ANTH 281
The Structure of Human Language
A practical introduction to a broad variety of Western and non-Western language systems through application of some traditional linguistic techniques of American anthropology. Students receive practice in transcribing their own speech, in analyzing different phonemic systems, in formulating the word-construction rules employed by different languages, and in applying pattern discovery procedures to expose the rules underlying different levels of language structure. Though exercises focus on sound systems and word structure, students are also briefly introduced to recent developments in the analysis of higher-level syntactic structures.
Prerequisite: Sophomore standing.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

ANTH 285
Language and Culture
The study of language and culture as systems of shared symbols and meanings in which verbal and nonverbal social interaction takes place. Special emphasis is given to the relationship of language to culture and on the social role of language in human life. Students are introduced to methods for analyzing social behavior and its underlying cultural principles.
Prerequisite: ANTH C100,103, or 106; or permission of instructor.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ANTH L301 (AMST L301)
Childhood in America
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth century industrialization and urbanization, and twentieth century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; Hispano-American child and family life; enculturation among selected American Indian groups; the importance of gender as a variable in childhood experience; and the growing importance of formal institutions-such as schools, youth organizations, and medical institutions—as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
Prerequisites: Sophomore standing. Previous course work in American studies, cultural anthropology, or social history is desirable.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Sieber

Department of Anthropology

ANTH 310
Primate Behavior
A broadly-based survey of non-human primates as found in their natural habitats. The course includes discussion and practice in the techniques of observation, description, and analysis of behavior, as well as informed consideration of the use of primates as human models in behavioral and biomedical research.
Prerequisite: ANTH 102 or 105; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 313
Developmental Models in Human Evolution
An adaptive approach to human growth and development. Physical change in the regional anatomy of the human organism from conception to death is studied. This information is used to construct a developmental counterpart to the fossil, comparative, and experimental evidence used to understand the evolution of human beings.
Prerequisite: ANTH 102 or 105, or an introductory biology course.
3 Lect Hrs, 3 Credits
Mr Gibbons and Staff

ANTH 316
Nutrition, Growth and Behavior
An evaluation of the influence of nutrition on growth and development in human populations. Particular emphasis on malnutrition and its effects on physical growth, neurological development and behavioral capacity. A model is developed which outlines the relationship between nutritional stress, the behavioral variation produced as a consequence of the stress, and the sociocultural characteristics of human communities.
Prerequisites: ANTH 102 or 105; or permission of instructor.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 317
Human Epidemiology
This course deals with the distribution and frequency of disease in human populations and stresses the role of social scientists and sociocultural data in epidemiological studies. Topics include measures of disease frequency, changing patterns of disease throughout human history, population variation in disease experience, types of epidemiological studies, and environmental and occupational factors that present health risks.
Prerequisites: Junior standing and an introductory course in the social or biological sciences; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 334
Ancient North America
An archaeological survey of North American prehistory, from Paleo-indian times to contact with Europeans, and focusing on subsistence, mobility, migration, trade, settlement, material culture, ideology, inequality, and gender in Native North America. The course uses case studies from several regions in the US and Canada, including the Northeast, Southwest, Northwest Coast, and Arctic.
Prerequisites: ANTH 102 or 107; or permission of instructor.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Mr Silliman

ANTH L336 (LATAM 336)
Ancient Mesoamerica: The Aztecs and Their Predecessors
This course uses archaeological and ethnohistorical data to chart the prehistoric transformation of Mesoamerica into the setting for several of the ancient world's most intriguing urban civilizations, including those of the Maya and the Aztecs. Emphasis is given to the common social patterns and ideological premises underlying the region's long-term cultural and political diversity.
Prerequisites: ANTH 102 or 107 or permission of instructor.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Ms Zeitlin

ANTH L338 (LATAM L338)
Ancient Peru: The Incas and Their Ancestors
This course uses ethnohistorical and archaeological data to examine the foundations of complex society in Andean South America; and stresses, as an underlying theme, human adaptation to the constraints and possibilities of the diverse Andean environments. Special emphasis is given to the accomplishments, both real and idealized, of the last of Peru's prehistorical civilizations, the Inca Empire.
Prerequisites: ANTH 102 or 107 or permission of instructor.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Ms Zeitlin

ANTH 345
Theory in Sociocultural Anthropology
A selective comparative, historical review of major schools of thought in anthropological theory, with special attention to alternative theories of culture, in relation to society, history, ecology, and political economy; and the application of such theories to the analysis of particular ethnographic cases.
Prerequisites: ANTH C100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 348
Ethnographic Inquiry: Introduction to Qualitative Field Research
An introduction to the methods and tools used in qualitative research, including important anthropological techniques such as participant-observation, life histories, and interviewing within an historical, social, and political context. Ethical issues surrounding qualitative research will be addressed. Students will also conduct their own ethnographic fieldwork projects during the semester, learning through practice how to utilize particular methods of qualitative research.
Prerequisites: One previous course in cultural anthropology, or permission of instructor.
3 Lect Hours, 3 Credits
Ms Aparcio

ANTH 350
Elements of Social Organization
Basic concepts and ethnographic data on the social organization of non-Western societies are introduced, and used to explore major contemporary theories of social structure.
Prerequisite: ANTH C100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

ANTH 352
Applied Social Anthropology
How is social anthropology used to solve human problems? This course considers anthropological research and intervention in such fields as business management, communications, health care, parks and recreation, urban development, education, and mental health. Special attention is given to the ethical dilemmas encountered by practicing anthropologists. This course helps students assess the relevance of social science training to later career choices.
Prerequisite: ANTH C100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Sieber

Department of Anthropology

ANTH 356
The Anthropology of Law
This course examines legal systems in different cultures. It explores through comparison, and through ethnographic case studies, the relationship between law and culture; functional definitions of law; dispute and dispute settlement; legal knowledge-both substantive law (statutes) and procedural law (forms of adjudication); legal principles and the underlying cultural precepts that inform action and conduct.
Prerequisite: ANTH C100, or 103; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fazell

ANTH 357
Culture, Disease, and Healing
Human adaptations to disease and illness in prehistory and history, and across cultures. Medical systems considered as social and cultural systems related to social structure, religion, economics, and power. Topics include medical anthropology as a field of study, paleopathology, ecology and epidemiology of disease, theories of disease and healing, sorcery and witchcraft, public health and preventive medicine, anatomy and surgery, obstetrics and population control, pain and stress, emotional states, status and role of healers and patients.
Prerequisite: ANTH C100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 358
Comparative Health Care Systems
Though ill health afflicts all humans, ideas about disease, as well as the social institutions that have been developed to treat it, vary considerably from society to society. This course examines different forms of medical care in a wide variety of societies, including kin-based cultivators, agrarian and industrial states, and contemporary underdeveloped nations.
Prerequisite: ANTH C100, or 103, or 106; or Health Care Studies 101 or 102; or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

ANTH 360
Gender, Culture, and Power
Feminist and other critical approaches in anthropology have challenged prevailing Western assumptions about the categories for "woman" and "man." Such studies reveal that power infuses gender identities and gender relations in profound ways. This course provides an overview of anthropological studies of gender, culture, and power, with special attention to the construction and contestation of gender in varied cultural contexts.
Prerequisites: ANTH C100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Den Ouden

ANTH 366
The Anthropology of Religion
A comparative study of religion, including belief systems, social functions, ritual processes. Religions of a variety of cultures are considered, and some emphasis is given to the development of modern anthropological theories of religion and on current methods of analysis and interpretation.
Prerequisite: ANTH C100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 367
Social and Cultural Perspectives on Witchcraft and Sorcery
Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. The course does not teach techniques of witchcraft or sorcery.
Prerequisites: ANTH C100, or 103, or 106, and junior standing; or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

ANTH 368
Myth in Cultural Context
An anthropological analysis and interpretation of myth, using texts from diverse American Indian cultures as primary materials. The course offers an overview of central problems in understanding myths and a survey of contemporary anthropological approaches to solving them.
Prerequisite: ANTH C100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 385
The Ethnography of Speaking
The course emphasizes concepts and methods for studying "speaking," the use of language in the conduct of social life. Members of a speech community employ varieties of speech to accomplish different social functions. The dynamic interaction between linguistic and social factors in speaking is the primary focus of this course. Special attention is directed to contemporary social problems associated with multilingual and multi-dialectical phenomena. Students undertake a limited research project to further their understanding of these problems and of possible solutions.
Prerequisite: ANTH 281 or 285; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 412
Issues in Biological Anthropology
An in-depth discussion of current research in biological anthropology based on the reading of primary material from the recent literature. The course is oriented toward the study of human populations and focuses on important controversies and major research trends in a variety of areas including skeletal biology, nutrition, genetics, epidemiology, and evolutionary theory.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 413
Forensic Anthropology
A course about reconstructing a human life from what may remain after death. Methods of determining age, sex, ancestry, and stature will be explored, along with what pathologies, anomalies, trauma, and personal habits can be deduced from bony and soft tissue remains. How the evidence garnered from fossils, comparative anatomy and behavior, tissue reconstruction, and our understanding of human growth and development will be used to further understand the nature of the physical and social person. An applied science used in criminology, archaeology, and elsewhere.
Prerequisite: Junior or senior standing with a previous 200-level course in biology or biological anthropology; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Gibbons, Ms Mires

Department of Anthropology

ANTH 425
Contemporary Issues in Anthropology
A capstone seminar for anthropology majors, this course uses the lens of anthropological analysis to address a different topical theme each semester concerning the community and the world in which we live. The seminar encourages students to apply their previous classroom experience in the discipline to a multidimensional view of contemporary issues through individual and small group research projects.
Prerequisites: Senior standing and major in anthropology; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 432
Archeological Science
This course applies the methods and techniques of the sciences to the problems and issues of archaeology. The course is part of the teaching program of the Center for Materials Research in Archaeology and Ethnology, a Boston-area consortium of universities and museums. Courses may be taught at any of the participating institutions, and exact content will vary.
Prerequisite: Permission of instructor. Advanced standing and experience in laboratory science courses is expected.
3 Lect Hrs, 0-3 Lab Hrs
Lect only: 3 Credits
Lect and Lab: 4 Credits
Mr Silliman

ANTH 444
Cooperative Education for Anthropology Majors
Through the Cooperative Education Program anthropology majors may be placed in paid work situations either directly related to the field of anthropology or where anthropological concepts, theories, and/or methods can be explored. In conjunction with the work experience, students undertake a learning project under the direction of a faculty member. This project is based on a prospectus approved by the faculty advisor, which should include appropriate readings, field observation, and written work equivalent to a 3-credit, classroom-based course. Note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Sophomore standing; minimum GPA of 2.5; satisfactory completion of introductory and two upper-level anthropology courses in the field most closely related to placement; and permission of instructor.
3 or 6 Credits

ANTH 451
Development Anthropology
This course examines the complex issue of economic development from two interrelated perspectives: (1) Amartya Sen's "development as freedom" in which fundamental human freedoms are seen as primary indicators of economic development rather than per capita income and the rate of economic growth; (2) The spread of a global economy dominated by international banks and multinational corporations and their impact on the freedoms of a vast majority of human population.
Prerequisite: ANTH 100, or 103, or 106; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fazell

ANTH L476 (AMST L476)
Current Issues in Native America
This seminar focuses on the lives of modern Native Americans, on reservations and off. Topics for reading, discussion, and original research include law, politics, economic development, public health, education, and the arts. Each student in the seminar compiles and presents a comprehensive case study on a subject relevant to one of the seminar themes.
Prerequisite: ANTH L270; or permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Den Ouden

ANTH 478
Directed Study I
Advanced students may conduct independent research under the supervision and guidance of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: ANTH C100, and/or 102, and/or 103, or 105, or 106, or 107 (as appropriate), and permission of instructor. Open only to juniors and seniors with a 3.0 GPA in the major, except under exceptional circumstances to be evaluated by the instructor.
Hrs by arrangement, 1-3 Credits

ANTH 479
Directed Study II
See ANTH 478.

ANTH 480
Special Topics Seminar I
Intensive study of special topics, varying each year according to instructor.
Prerequisites: Vary with topic; usually the appropriate introductory-level course (ANTH C100, or 102, or 103, or 105, or 106, or 107) and junior standing; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 483
Field Research in Cultural Anthropology
A supervised sequence of field research in cultural anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

ANTH 484
Field Research in Biological Anthropology
A supervised sequence of field research in biological anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

ANTH 485
Field Research in Archaeology
A supervised sequence of field research in archaeology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

Department of Anthropology

ANTH 486
Field Research in Linguistics
A supervised sequence of field research in linguistics. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

ANTH 488
Internship in Anthropology
Part-time work experience (8 hours per week) in an appropriate business, governmental, laboratory, clinical, museum, or non-profit institution, supervised by an on-site supervisor and an Anthropology Department faculty sponsor. Conferences with the course instructor and appropriate written work are required. The department strongly recommends that students take ANTH 352 before enrolling in this course. Note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: ANTH 102 and 103, or ANTH 105, 106, and 107; three other ANTH courses in appropriate subdiscipline; junior standing; permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 490
Independent Research I
Independent research in anthropology conducted under the supervision of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Senior standing, 4 upper-level courses in anthropology, 3.5 GPA in major, 3.0 GPA overall, and permission of an Honors advisor.

ANTH 491
Independent Research II
Independent research in anthropology conducted under the supervision of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: ANTH 490 and permission of the student's Honors committee.
Hrs by arrangement, 3 Credits

Graduate Courses

Undergraduates may take graduate courses for which they have completed the prerequisites, but only with the permission of the instructor. For any further information concerning the graduate program please contact the Associate Graduate Program Director for Historical Archaeology, in the Anthropology Department.

DEPARTMENT OF ART

Faculty

Nancy Stieber, Associate Professor and Chair; Professors Wilfredo Chiesa (on leave Fall 2003), Paul Tucker; Associate Professors Pamela Jones Rothwell, Melissa Shook, Margaret Wagner (on leave Spring 2004), Victoria Weston; Assistant Professors Elizabeth Marran, Ann Torke

The Department

The faculty of the Art Department includes both scholars and professional artists. The curriculum aims to combine their differing approaches to the visual experience. The art historical/critical studies curriculum engages students in an area of the humanities where they examine works of art in aesthetic terms and as bearers of cultural values. The creative/studio curriculum provides a sound basis in the creative process, in visual thinking, and in certain technical skills.

Requirements

The Major in Art

I. An art major shall consist of a minimum of twelve courses, including:
   A. Two of the following courses: ART 101, ART 102, and ART L104. (These courses were formerly ART 201, 202 and L204.)
   B. One art history course at the 300 level.
   C. Two studio courses in two media (drawing, printmaking, painting, photography, video, digital imagery, and 3-D).
   D. A third studio course at the 300 level.
   E. Three additional courses at the 300 or 400 level.
   F. A capstone course at the 400 level, as specified below.
   G. Two art electives. Only one elective can be at the 100 level.

II. At least six art courses, including the capstone and three additional 300 or 400 levels, must be taken at UMass Boston.

III. No more than one art course taken pass/fail may be counted toward the major.

IV. Independent study (ART 478,479), field work/internships (ART 488,489) and the first semester of honors (ART 491) will not count toward the minimum twelve courses required for the major.

Capstone courses should be taken during the last year of study, generally after the completion of 90 credits. Capstone courses include 400-level seminars (such as ART L436, The American Suburb; seminars at the Museum of Fine Arts, Boston) and the final semester of honors (ART 492). Courses in independent study, fieldwork/internships, and the first semester of honors (ART 491) will not count for this requirement. A capstone course focused on issues in studio art is being developed.

The Minor in Art History

I. An art minor consists of six courses, for a total of eighteen credits, including
   A. Two of the following courses: ART 101, 102, and L104.
   B. Two art history courses at the 300 level.
   C. Two art history electives.

II. At least four of the six courses required for the minor in art history, including two at the 300 level, must be taken at UMass Boston.

III. None of the courses for the art history minor may be taken pass/fail.

Independent study (ART 478-479), fieldwork/internship (ART 488-489) and honors projects (ART 491-492) do not count toward the minimum six courses for the art history minor.

Optional Tracks in Art History and in Studio Art

Students intending to pursue graduate or professional work in a particular area of art may choose to declare an optional track at any point after having declared an art major. Information about the specific requirements for the individual tracks in art history and in studio art is available in the Art Department.

Honors

The department provides for a two-semester honors program in art for those seniors whose work has been outstanding. In order to qualify for the program a student must have

- a cumulative standing in Art of 3.5;
- an overall cumulative grade point average of 3.0;
- a total of 70 or more completed credits, at least 18 of which must be in Art (a minimum of 9 credits on this campus).

Qualified students must submit a proposal outline for ART 491 and 492 to the department chair during the third semester prior to graduation. The proposal, which must be endorsed by the potential supervisory faculty member, should provide for creative work and/or scholarly research. The honors committee has the responsibility for review of the initial proposal and for acceptance into both semesters of the program.

Transfer Credit Policy

Transfer students majoring in art must take a minimum of six art courses at UMass Boston, including three courses at the 300 level and the capstone course. Courses taken elsewhere will be evaluated by the department for major or elective credit. Students who take courses at UMass Boston similar in content to courses already transferred risk forfeiting credit.

Prerequisite Policy

All courses at the 100 and 200 levels, with the exception of ART 287 and 297, are open to all students without prerequisites.

Studio courses at the 300 level require stipulated prerequisites plus submission of an enrollment request form, available in the departmental office; courses in art historical/critical studies require stipulated prerequisites or permission of instructor.

All courses at the 400 level require junior or senior standing, as well as completion of appropriate prerequisites. Final approval for enrollment in seminars will be given by the instructor; in all other courses, final approval will be given by the supervisory faculty and the department chair.

Waivers of prerequisites can be awarded in special circumstances by the department chair.

Fees

Lab fees are required for all studio courses in printmaking, photography, digital media, and video, and for some special workshops. Fees are listed in the registration booklet and are billed through the Bursar's Office. Students are advised that lab courses often require considerable expenditures in addition to the lab fee.

Department of Art

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ART L104 (EASIAN L104)," which is cross-listed with the Program in East Asian Studies.

Courses

ART 100
The Language of Art
The course teaches students to begin to understand the processes of artistic creation. It enables the student to grasp the expressive content of works of art in a wide variety of media and to analyze how the artist creates his/her effect. It is not an historical survey. Through lectures, discussions, field trips, and museum visits, the student studies paintings, sculptures, and buildings; examples are chosen as often as possible from the Boston area. The course addresses such concepts as elements of composition, rhythm, symmetry, and space; and the possibilities of differing interpretations of subject matter. It offers a solid introduction to the arts by developing the student's ability to see and analyze forms as the result of aesthetic and interpretive decisions. (Course offered in CCDE.)
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

ART 101
Ancient and Medieval Art
The course offers an historical survey of art and architecture of the ancient world, giving particular emphasis to Egyptian, Greek and Roman cultures. Students are also introduced to the arts in Medieval Europe, with a special focus on the Romanesque and Gothic styles. (Course offered in the fall only.)
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits

ART 102
Renaissance to Modern Art
An historical survey of Western art and architecture from the fifteenth century to the twentieth century. The course deals with different aspects of the art of the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism, Realism and Impressionism, and Post-Impressionism. (Course offered in the spring only.)
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits

ART L104 (EASIAN L104)
Introduction to East Asian Art
This course is an introduction to East Asian art, focusing on Japan and China. It is divided into three historical segments: early forms of Buddhism, paintings of the scholar class, and the interaction of tradition with imported Western cultural forms. These topics provide a comparative context for exploring style, culture, class and gender.
Distribution I Area: The Arts.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston

ART 210
Studies in the History of Art
Topics vary from semester to semester according to the needs of the program and opportunities to engage visiting specialists. Please contact the department for descriptions of current and/or contemplated offerings. (Course not offered on a regular basis.)
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

ART 230
Architecture, Design, and Society
This course introduces students to Western and non-Western architecture and design. It explores the social, economic, and political roles of the design professions while tracing theory, technique, and form from ancient times to the present. Although the contributions of architecture are emphasized, the course also examines landscape architecture, urban design, and interior design. Sophomore standing is recommended.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Stieber

ART 250
Art of the Twentieth Century
An analysis of the art of the twentieth century involves fundamental issues of form and content shared by all the arts. Taking a threefold approach—formal, critical, and historical—this course examines the development of modern painting, sculpture, and architecture as well as the ascendant art forms of photography, video, and performance. It analyzes general theories and specific works in detail. Through class discussions, reading assignments, papers, and field trips, the student learns that the formal problems posed by twentieth century art are closely related to those in literature, music, and theater, for they are problems of structure and definition, harmony and rhythm, diction and coherence. The student thus develops critical capabilities that he or she can apply to works by Picasso or Eliot, Matisse or Ravel.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 252
American Art in Boston
A historical survey of painting, sculpture, and architecture in Boston from the seventeenth to the early twentieth centuries. Emphasis is given to the principal theories and intellectual currents that shaped American art. Topics include an analysis of Puritan aesthetics, the search for an American style, eclecticism and diversity in the nineteenth century, and Boston Impressionism. (Course offered in the summer only.)
Distribution I Area: The Arts.
3 Lect Hrs. 3 Credits

ART 254
American Architecture
A survey of American architecture and town planning from the seventeenth century to the present. Topics include early colonial architecture, the search for a new style for the new republic, nineteenth century expansion and eclecticism, the revival of domestic architecture, the skyscraper style, and the development of modern architecture in the twentieth century.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Stieber and Staff

ART 256
The Arts of Japan
This course is a chronological survey of Japan's major artistic traditions. Painting, sculpture, ceramics and architecture are set in historical, religious, and cultural contexts, with particular emphasis on identity issues deriving from Japan's periodic participation in continental Chinese culture. The course is organized to foreground issues of social class in terms of patronage, power, and representation.
Distribution I Area: The Arts.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston

Department of Art

ART 258
The Arts of China
This course surveys major artistic traditions of China, beginning with its earliest history. Topics include ritual bronzes, sculpture, ceramics, and the major genres of painting. The course material focuses on the central problem of culture and class identity: how culture, and more specifically art objects and style, are used to shape class identity and power.
Distribution I Area: The Arts.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston

ART 260
Topics in the Art of Asia
A course in the art and architecture of Asia. Subjects vary, but have included Buddhist art, the art of India, Far Eastern painting, Japanese graphics, and the art of China. Topics are announced during the preregistration period. (Course not offered on a regular basis.)
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Weston

ART 264
Topics in the Art of Africa
A course which most frequently provides a broad introduction to African art, especially carved figures, masks, rock and wall paintings, textiles, and utilitarian objects. Occasionally, more specific topics are announced during the preregistration period. (Course not offered on a regular basis.)
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

ART 265
Film Analysis
Any thorough and systematic study of film, because of its essentially interdisciplinary nature, must address concerns and problems common to other forms of artistic expression such as literature, theater, painting, and photography. This course goes beyond the conventional experience of theater and TV viewing and employs detailed analysis by means of slow motion and still frame techniques. The films studied include examples of classic Hollywood, contemporary American, and foreign feature films, and the documentary. The course is not primarily historical in emphasis; rather, its concerns are the visual language of film, its use as the vehicle for narrative and theme, and major film types and styles.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
4 Lect/Viewing Hrs, 3 Credits

ART 267
Great Film Directors
A critical and analytical examination of selected works by four major film directors. Directors to be included vary each time the course is offered. Student work entails readings, quizzes, written reports, and two papers. (Course not offered on a regular basis.)
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

ART 281
Drawing I
Basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of people and their environment. Problems in still life, landscape, and life drawing.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
5 Studio Hrs, 3 Credits
Mr Chiesa, Ms Marran, and Staff

ART 287
Introduction to Printmaking
This course is an introduction to the major categories of printmaking-planographic, relief, intaglio and stencil—through lectures, demonstrations, field trips, and studio work. The course seeks to foster students' appreciation of the significance of the fine print and the production of editions. Students' production of their own prints enhances their understanding of the critical relationship between process and product.
Prerequisite: One studio course or permission of instructor.
Distribution I Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Marran

ART 293
Photography I
An introduction to basic issues in photography. The mechanics of the camera, the techniques of the darkroom, and matters of creative and personal import are addressed through illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography.
Distribution I Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Shook and Staff

ART 295
Introduction to Video
This studio course is an introduction to working creatively with moving images within a personal, historical, and critical framework. Through technical workshops using iMovie and Final Cut Pro on the Macintosh, students explore the potential of digital non-linear editing and examine the characteristics and strategies of various genres and forms to inform and enrich their own production.
Distribution I Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Torke

ART 297
Introduction to Digital Imaging
Introduces students to an informed and critically engaged art practice using digital imaging software tools in a Macintosh environment. This course serves as a basic introduction to Photoshop (a digital imaging program), Pagemaker (a page layout program), and Netscape (an Internet browser). Lab hours are required for the successful completion of the course.
Distribution I Area: The Arts.
Prerequisite: One studio course or permission of instructor.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Wagner

ART 310
Studies in the History of Painting
A course designed to provide in-depth study in different aspects of the history of painting, dealing with ideas, issues, movements, and major figures. Topics vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
(Course not offered on a regular basis.)
3 Lect Hrs, 3 Credits

ART 311
Early Italian Renaissance Art
This course focuses on early Renaissance art and architecture in Italy, 1300-1500. Focusing on Tuscany, it assesses how the visual arts were informed by humanism, politics, monastic reform, and the emergence of a wealthy mercantile class. The course also considers artists' growing self-awareness as professionals contributing to intellectual developments. Artists to be studied include Giotto, Brunelleschi, Donatello, Masaccio, Alberti, and Botticelli.
Prerequisite: ART 101 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

Department of Art

ART 312
Late Italian Renaissance Art
This course concerns Italian Renaissance painting and sculpture of the sixteenth century, the age of Leonardo, Michelangelo, Bronzino, Giambologna, and Titian. It studies artistic style and theory in the High Renaissance, Mannerist, and Maniera periods in light of religious, political, and social developments. Emphasis is given to art produced in Florence, Rome, and Venice.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 313
Baroque Art and Architecture in Italy from Caravaggio through Guarini
This course concerns Baroque art and architecture in Italy circa 1580-1680. It examines art in the context of religious reform, scientific discoveries, and political absolutism to determine how these developments informed the style, subject matter (both religious and secular), and functions of art in society. Artists to be studied include Caravaggio, Bernini, Borromini, Claude, Poussin, and Guarini.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 314
Northern Painting of the 17th Century: The Age of Rembrandt
This course concerns painting in Spain and the Low Countries during the 17th century when Hapsburg Spain and Belgium were Catholic and the Netherlands was a Protestant republic. It looks at how artistic style and the art market were affected by the differing political, religious, and economic conditions in each of these regions. Artists to be studied include Velazquez, Rubens, Van Dyck, Rembrandt, Hals, Vermeer, and Ruisdael.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 316
Painting, 1780-1850
An investigation of the major movements in European painting between 1780 and 1850—Neoclassicism and Romanticism—and the leading figures responsible for their development: Blake, Fuseli, Goya, David, Runge, Friedrich, Constable, Turner, Gericault, Delacroix, and Ingres.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 317
Painting, 1850-1900
Painting in the second half of the nineteenth century: realism, impressionism, symbolism, art nouveau and post-impressionism. The course traces the development of these movements and of the leading figures responsible for their development (e.g., Courbet, Degas, Manet, Matisse, Monet, Seurat, Gauguin, Van Gogh, Cezanne).
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 319
Painting, 1945 to the Present
Trends and tendencies in contemporary art: abstract expressionism, pop, op, minimal, post-painterly abstraction, color field, new realism, happening, performance art, video and conceptual art, the new expressionism, and Neo Geo art. In addition to investigating these movements and the major figures involved in their development, the course also considers the role of contemporary criticism and its influence on the arts.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 330
Studies in the History of Architecture
A course designed to provide in-depth study of historical and contemporary ideas, issues, and major figures in architecture and urban planning. Topics vary by semester and instructor. Consult current course announcement for specifics. (Course not offered on a regular basis.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber and Staff

ART 336
From Caves to Condos: The History of Housing Design
This course provides an introduction to the history of housing design, particularly those design traditions which have influenced contemporary American housing. It examines ancient, pre-modern, and modern housing types in rural, urban, and suburban settings. It considers vernacular, commercial, and architect-designed housing, both private and public. The course not only examines architectural styles and construction, but also addresses issues of class, gender, and politics as they relate to housing design.
Prerequisite: ART 101, or ART 102, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

ART 338
Nineteenth Century Architecture
This course discusses stylistic and theoretical developments in architecture during the nineteenth century, with an emphasis on European architects. It looks at the changing character of classicism and the rise of a Gothic revival; as well as at the impact of new technologies, new types of building (the railroad station, the department store), and the architectural response to social problems through housing and town planning.
Prerequisites: ART 101 or ART 102 or ART 230 or permission of instructor.
3 Lect Hrs, 3 credits
Ms Stieber

ART 339
Twentieth Century Architecture
Theory and form in twentieth century architecture. The course presents a detailed examination of architecture in both Europe and America since 1900. Subjects include art nouveau; de Stijl; the Bauhaus; the new internationalism as against art deco styles; fascist and capitalist architecture of the thirties and forties; minimalist styles as against revivalism; the sculptural and monumental as against nihilist attitudes in contemporary architecture. Some thought is given to the contrast between "popular" and "elitist" styles. Considerable attention is given to contemporary theories on the function and forms of architecture.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

Department of Art

ART 340
Studies in the History of Criticism and Aesthetics
A course in the analysis of aesthetics and art criticism designed to provide a better understanding of issues and major developments in the history of ideas. Topics vary by semester and instructor. Consult current course announcement for specifics. (Course not offered on a regular basis.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

ART 343
Issues in Feminist Art History
This course introduces students to recent feminist approaches to art history and deals with topics such as the definition of the limits of art; the engendering of art institutions and criticism; the careers of female artists; and the representation of women in the visual arts. (Course not offered on a regular basis.)
Prerequisite: ART 102 or 250 or permission of instructor.
3 Lect Hrs, 3 credits

ART 345
Picasso: Art and Life
This course examines Picasso's work from his youthful essays of the 1890s to his heroic efforts of the 1970s. In addition to tracing the formal development of his career, the course explores the many influences that shaped his efforts, the criticism his work provoked, and the ways in which his production altered or reflected that of his peers.
Prerequisite: ART 102 or 250 or permission of instructor.
3 Lect Hrs, 3 credits
Mr Tucker

ART 347
Arts of Power
This course considers the role of art in discourses of power in the West from the Renaissance through the twentieth century. It explores the use of the visual arts by republicans, emperors, popes, absolutist monarchs, totalitarian rulers, and capitalist leaders. Topics vary; examples include the Republic, Medici dukes, Louis XIV, Pope Urban VIII, Napoleon I, and Hitler.
Prerequisite: ART 102 or HIST 112 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 348
Caravaggio
This course focuses on Caravaggio, the revolutionary Italian Baroque painter. Emphasis is given to the widely different interpretations of both the artist himself and his work. Caravaggio's paintings are studied in their original intellectual, religious, and social contexts. In addition, the reception of Caravaggio and his art in the 17th century and in our own day is analyzed in detail.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 356
Japanese Architecture
This course surveys the major architectural traditions of Japan from their origins to the twentieth century. Topics include the development of indigenous styles of architecture—Shinto shrines, tea houses and gardens, among others—and the joint impact of Buddhism and Chinese/Korean culture.
Prerequisite: ART L104 or ART 256, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Weston

ART 360
Studies in Film and Video
A topics course in the study of films, video, and broadcast television, most often concentrating on a specific director, genre, or historical period, through an approach that focuses on theme and style. Weekly film and video viewing in addition to three regular class hours per week. Topic varies with semester and instructor. Consult current course announcement for specifics. (Course not offered on a regular basis.)
Prerequisite: ART 265 or permission of instructor.
4 Lect /Viewing Hrs, 3 Credits

ART 365
The Documentary Film
A survey of nonfiction film examining the evolution of rhetorical and visual techniques in their historical contexts. The course focuses on the major schools of the documentary as well as on specific filmmakers. (Course not offered on a regular basis.)
Prerequisite: ART 265 or permission of instructor.
4 Lect /Viewing Hrs, 3 Credits

ART 367
Nineteenth Century Photography
A survey of the invention and development of photography in Western Europe and the United States during the nineteenth century. The course explores the reasons why photography came into being during the early industrial revolution and its multiple functions as documentation, family memento, entertainment, aesthetic object, and standard of truth. Students work extensively with original objects in local collections. (Course not offered on a regular basis.)
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits

ART 368
Twentieth Century Photography
A survey of twentieth-century photography from the pictorialist movement and the founding of the Photo-Secession to the development of digital imagery. Topics include the history of photojournalism and the illustrated press; the birth of advertising photography; the "triumph" of photography as a fine art; and recent critical writing on the medium. (Course not offered on a regular basis.)
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits

ART 377
Introduction to Multimedia
This studio art course is an introduction to interactive multimedia that focuses on the computer as a tool for making creative work. Students are exposed to current software, focusing on audio, video, and interactive elements, and also are asked to explore the relationship of the digital environment to traditional and historical art concepts.
Prerequisite: ART 297 or permission of instructor.
8 Combined Studio/Lab Hrs
Ms Wagner and Staff

ART 380
Studio Workshop
A course dealing with one or more techniques, media, and problems not covered or explored in other specific workshops. Content varies; consult current course announcement. (Course not offered on a regular basis.)
Prerequisites: Two studio courses to be specified by the individual instructor.
5 Studio Hrs, 3 Credits

Department of Art

ART 381W
Drawing Workshop
A continuation of Drawing I, this course introduces wet media and color and involves assigned visual problems which emphasize individual pictorial statements. The focus of the course varies each semester. May be repeated for credit.
Prerequisites: ART 281 plus one additional art course or permission of instructor. To repeat ART 381, four art courses are prerequisite, including one in art history.
5 Studio Hrs, 3 Credits
Ms Marran and Staff

ART 383
Painting Workshop
This course addresses problems in painting, emphasizing the articulation of personal pictorial statements. Different media and techniques are tested against traditional and non-traditional approaches, both formal and conceptual. Topics vary each semester. May be repeated for credit.
Prerequisites: ART 281 plus one additional art course or permission of instructor. To repeat ART 383, four art courses are prerequisite, including one in art history.
5 Studio Hrs, 3 Credits
Mr Chiesa and Staff

ART 386
Three-Dimensional Workshop
An introduction to artmaking in three-dimensional space based on previous experience in studio classes across a variety of media. Students are encouraged to challenge traditional notions of sculpture and to experiment with installations, performance, and multi-media approaches. May be repeated for credit.
Prerequisites: One studio course plus one additional art course or permission of instructor. To repeat ART 386, four art courses are prerequisite, including one in 20th-century art history.
5 Studio Hrs, 3 Credits

ART 387
Printmaking Workshop
This course explores diverse printmaking techniques, combining and incorporating them into other visual disciplines such as painting, photography, and digital media. Students are challenged to develop their imagery and concepts and to articulate their ideas. This course is topic-oriented; the particular focus varies each semester. May be repeated for credit.
Prerequisites: ART 287 plus one additional art course or permission of instructor. To repeat ART 387, four art courses are prerequisite, including one in art history.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Marran

ART 393W
Photography Workshop
This workshop is designed to expand knowledge of black and white photography learned in Photography I through individually initiated projects. While technical improvement is essential, emphasis is always given to the ideas and intentions behind the projects. Topics vary each semester. May be repeated for credit.
Prerequisites: ART 293 plus one additional art course or permission of instructor. To repeat ART 393, four art courses are prerequisite, including one in art history.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Shook and Staff

ART 395W
Video Workshop
Designed to strengthen and expand students' technical facility through hand-on exploration of non-linear digital editing using Final Cut Pro software on the Macintosh. This course also helps foster the development of a personal vision within a historical and critical framework of emerging digital technology. Workshops may be devoted to specific genres and/or specific technical or conceptual concerns. May be repeated for credit.
Prerequisites: ART 295 plus one additional art course or permission of instructor. To repeat ART 395W, four art courses are prerequisite, including one in art history.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Torke

ART 397
Digital Media Workshop
An exploration of digital media in the process of making art. Students utilize imaging software at an advanced level, building on skills learned in ART 297 and ART 377. The course expands the understanding of digital art as it relates to contemporary art practice and to traditional art processes such as drawing and painting. Topics vary and the course may be repeated for credit.
Prerequisites: ART 297 and ART 377 or permission of instructor. To repeat ART 397, four art courses are prerequisite, including one in 20th-century art history.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Wagner

ART L436 (AMST L436)
The American Suburb
This course traces the history of the American suburb during the nineteenth and twentieth centuries, emphasizing the changing social and physical character of suburban development. It investigates the relationship between design and society through the study of such topics as the nature of domesticity, the technologies of housekeeping, the impact of the automobile, and the suburb in the American imagination.
Prerequisites: Two 300-level art history courses or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

ART 440
Museums: History, Theory, and Practice
Through extensive field trips to local art, science, ethnographic and history museums, this course introduces students to the history, goals, and current challenges of these institutions. Students consider such issues as how culture is represented in the museum, who benefits from museum displays, and how the museum shapes and reflects political agendas and domains of knowledge. (Course not offered on a regular basis.)
Prerequisite: Two 300-level art history courses or permission of instructor.
3 Lect Hrs, 3 Credits

ART 478
Independent Study
Independent investigation of a special area under the supervision of qualified faculty. Open to a limited number of students in any semester. A written prospectus of the project is required of applicants. Please note: ART 478 and 479 cannot be counted toward the minimum major requirement of twelve departmental courses. (Course offered in the fall only.)
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 1-3 Credits

ART 479
Independent Study
See ART 478. (Course offered in the spring only.)

ART 480
Seminar in Visual Studies
Designed primarily for the art major, to provide advanced work in areas and topics not normally offered in existing courses. Course content varies with instructor. May be repeated for credit. (Course offered in the fall only, and not on a regular basis.)
Prerequisites: Permission of instructor.
3 Lect Hrs or 5 Studio Hrs, 3 Credits

ART 481
Seminar in Visual Studies
See ART 480. (Course offered in the spring only.)

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ART 488
Special Problems: Field Work
An independent project with an off-campus project focus under the supervision of a qualified professional. Open to a limited number of students in any semester. A written prospectus of the project, and a written final report, are required of all applicants. Please note: ART 488 and 489 cannot be counted toward the minimum major requirement of twelve departmental courses. (Course offered in the fall only.) (Course offered on a pass/fail basis only.)
Prerequisites: Permission of instructor and department chair.
Hrs by arrangement, 1-6 Credits

ART 489
Special Problems: Field Work
See ART 488. (Course offered in the spring only.) (Course offered on a pass/fail basis only.)

ART 491
Honors Project
This is the first semester's work of two leading to consideration for the award of Honors in Art. Course work includes an approved creative and/or research project under faculty supervision. Grades are to be awarded by supervising faculty as in regular independent study courses. Students may elect to withdraw from consideration for Honors and continue other course work without jeopardy to grades or credit. See departmental regulations for a description of this program.
Prerequisite: Permission of departmental Honors Committee.
3 Hrs by arrangement, 3 Credits

ART 492
Honors Project
Continuation of work begun in ART 491. Candidacy for continuation in the Honors Program will be determined by the Honors Committee prior to enrollment in this course. Students may elect to withdraw from consideration for Honors and continue other work without jeopardy to grades or credit. Grades are to be awarded by supervising faculty as in regular independent study courses.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement, 3 Credits

ASIAN AMERICAN STUDIES PROGRAM

Faculty

Peter Kiang, Professor and Director, GCE (Curriculum and Instruction and Asian American Studies); Professor Connie Chan, CPCS (Human Services); Associate Professors Xiaogang Deng, CLA (Sociology); Nan Zhang Hampton, GCE (Counseling and School Psychology); Andrew Leong, CPCS (Legal Education Services); Raymond Liu, CM (Marketing); Rajini Srikanth, CLA (English); Paul Watanabe, CLA (Political Science); Zong-Guo Xia, CSM (Geographic Information Sciences); Lin Zhan, CNHS (Adult and Gerontological Nursing); Assistant Professors Pratyush Bharati, CM (Management Science and Information Systems); Richard Hung, CPCS (Human Services); Madhulika S Khandelwal, CPCS (Asian American Studies); Marlene Kim, CLA (Economics); Gautam Premnath, CLA (English); Karen Suyemoto, CLA (Psychology and Asian American Studies); Pata Suyemoto, GCE (Curriculum and Instruction); Shirley Tang, CLA (American Studies and Asian American Studies); Instructors James Dien Bui (Asian American Studies); Esther Yae Iwanaga, CLA (English); Sody Lay (Asian American Studies); Nalini Visvanathan, CPCS (Asian American Studies); Catherine Wong, GCE (Counseling and School Psychology).

The Program

The intercollegiate Asian American Studies Program offers intellectually challenging, emotionally engaging, and locally grounded opportunities to study the voices, contemporary issues, historical experiences, and contributions of diverse Asian communities in the US. By drawing on shared commitments of faculty, staff, and students from each college within the university, the program provides rich, interdisciplinary approaches in teaching and research with dynamic linkages to local communities and supportive learning environments for students of all backgrounds.

The program enables students to develop critical thinking skills, competencies, and sensibilities to understand, contribute to, and thrive in a culturally diverse world, with particular attention to urban populations, institutions, and environments. The program strives to integrate culturally-responsive instruction in the classroom with holistic practices of mentoring, community-building, and advocacy to address the social and academic needs of students. The program collaborates closely with the University's Institute for Asian American Studies (IAAS) in relation to new course development, ongoing research and service learning opportunities, speakers and special events, publications, and graduate/undergraduate student support.

The program collaborates as well with a number of other UMass Boston academic and administrative departments. These include several areas in the College of Liberal Arts (Africana Studies, American Studies, Anthropology, East Asian Studies, English, Psychology, Sociology); the CPCS Center for Immigrant and Refugee Community Leadership and Empowerment (CIRCLE) and the intercollegiate Latino/Latina Studies program; the GCE's Teacher Education program; the Dean's Office of Student Affairs; the Office of Institutional Advancement; and the Center for the Improvement of Teaching.

Graduate students from any area, including American Studies, Applied Sociology, Business Administration, Clinical Psychology, Counseling, Dispute Resolution, Education, and Public Policy, who have Asian American Studies interests serve as teaching/research assistants, mentors to undergraduates, and special project developers for the program. High school students—in UMass Boston's pre-collegiate programs such as Upward Bound and Urban Scholars, and those involved with the Coalition for Asian Pacific American Youth (CAPAY)—a nationally recognized youth leadership network sponsored by the Asian American Studies Program—are encouraged to take advantage of the program's learning opportunities. Community members and organizations also participate in the program's activities in both short- and long-term ways.

The Asian American Studies Program has contributed to a national curriculum transformation project focusing on democracy and diversity, sponsored by the Association of American Colleges and Universities (AAC&U), and is a partner with the William Joiner Center at UMass Boston in supporting research about the Vietnamese diaspora through funding by the Rockefeller Foundation Humanities Fellowship Program.

The Asian American Studies Program is open to matriculated students from any UMass Boston college, as well as to non-matriculated students. For matriculated students, successful completion of the program is recorded on official University transcripts. Non-matriculated students receive a certificate of completion which provides documentation of expertise that is especially useful for working professionals and practitioners in education, social work, community development, business, and other fields affected by the recent demographic growth of the Asian American population.

The Individual Major

In consultation with a faculty advisor, interested students from any college may design and complete an individual major in Asian American Studies with the approval of both the program and the Committee on Majors, Honors, and Special Programs of the College of Liberal Arts. Typically, one or two students graduate each year with a major in Asian American Studies—often in conjunction with a second major in a traditional discipline such as sociology or psychology. Interested students should contact the program director.

Program Requirements

The CLA-based interdisciplinary program of study in Asian American Studies requires 9 credits each of lower-level and upper-level course work, including introductory and culminating courses and one comparative course, for a total of 18 credits. Many courses are cross-listed with other departments in CLA; most courses are also linked to specific CPCS-based competencies in conjunction with a CPCS-based concentration in Asian American Studies (contact the program director for more information).

I. The required introductory course is ASAMST/AMST/SOCIOL L223 (Asian Minorities in America) or ASAMST 200 (Introduction to Asian American Studies).

II. Two additional courses at the 100 or 200 level and two at the 300 or 400 level must be taken from an approved list that includes Asian American Studies topics and methods courses. One of these four courses must have a comparative focus (described in greater detail below).

   A. Lower-level Asian American Studies courses introduce students to a particular Asian American population (e.g., Southeast Asians, South Asians, women, etc) or a particular thematic or disciplinary focus (literature, media, etc). Regularly offered lower-level Asian American Studies courses include:
      - ASAMST/ENGL L221 (Introduction to Asian American Writing)
      - ASAMST/AMST/SOCIOL L225 (Southeast Asians in America)
      - ASAMST 226 (Becoming South Asians)

Asian American Studies Program

- ASAMST/AMST/SOCIOL L228 (Asian Women in the US)
- ASAMST/PSYCH L238 (Asian American Psychology)
- ASAMST/POLSCI L265 (WW II Internment of Japanese Americans)
- ASAMST 270 (Cambodian American Culture and Community)
- ASAMST 294 (Resources for Vietnamese American Studies)

B. Upper-level Asian American Studies courses provide students with either a more advanced approach within a discipline or professional field (for example, literature, law, health, politics, media) or an in-depth thematic focus that requires previous Asian American Studies course work as a foundation. Upper-level Asian American Studies courses include:
   - ASAMST 333 (Asian American Politics and Social Movements)
   - ASAMST 345 (Asian American Cultures and Health Practices)
   - ASAMST/ENGL L350 (Asian American Literary Voices)
   - ASAMST/PHILAW L355 (Asian Americans and the Law)
   - ASAMST 370 (Asian American Media Literacy)
   - ASAMST 397/398 (Applied Research in Asian American Studies I/II)
   - ASAMST/SOCIOL L423 (Boston's Asian American Communities)

C. Among the two lower-level and two upper-level courses required for the program of study, one course must offer a comparative focus either on dynamics of race and culture for other groups in the US or on issues of history and culture in Asia. Students interested in the diasporic cultural backgrounds of Asian immigrants, for example, will benefit from taking a course focusing on Asian philosophies or religions. Students interested in Asian American community development will benefit from understanding the similarities and differences in needs and priorities within Black, Latino, or Native American communities. The comparative course can be at any level. Examples include (but are not limited to):
   - AFRSTY 101 (Intro to Africana Studies)
   - AMST G110 (US Society and Culture Since 1945)
   - AMST 201 (Latinos in the US)
   - AMST/AFRSTY L350 (Race, Class, and Gender)
   - ANTH 274 (Peoples and Cultures of the Caribbean))
   - EASIAN/RELSTY L358 (Psychology, Politics, and Philosophy in East Asia)
   - ENGL Z284 (Language, Literacy and Community)
   - ENGL 353 (Multiethnic American Literature)
   - HIST 388 (20th Century Vietnam)
   - PSYCH 234 (Cross-Cultural Relations)
   - SOCIOL G211 (Race & Power in the US)
   - SOCIOL 321 (Race and Ethnic Relations)

III. The program's culminating course requirement asks students to integrate theory and practice developed from prior course work in Asian American Studies through conducting a substantive research project or by participating in a supervised community-based or classroom-based internship. This capstone course requirement can be fulfilled in three ways, each requiring the instructor's approval. Students who complete more than one of these culminating options can use the additional course(s) to satisfy the upper-level course requirement described above in Part IIB. The three options are:

   A. ASAMST/SOCIOL L423 (Boston's Asian American Communities) or ASAMST 397/398 (Applied Research in Asian American Studies).

   B. ASAMST 390/391 (Community Internships I/II) Asian American Studies internship opportunities are available each semester in a variety of settings such as neighborhood health centers, school-based bilingual programs, multi-service agencies, ethnic newspapers, and community-based research and advocacy projects. A supervised internship in another department or program such as or AMST 490 or SOCIOL 460 or ENGL Z285 with an Asian American focus and faculty approval can also fulfill this requirement.

   C. ASAMST 497/498 (Teaching and Learning in Asian American Studies) or ASAMST 478/479 (Independent Study I/II) Students using this option are expected to submit project proposals and to give final public presentations of their work. An independent study (with a proposal and final presentation) sponsored by another department (such as AMST 478/479) on an approved topic with a program faculty member may also be used to fulfill this requirement.

Competencies and CPCS Students

CPCS faculty are directly involved with the program and all teaching faculty in the program are expected to be familiar with the curricular philosophy and assessment practices of CPCS. Most courses listed here are also directly aligned with specific Level I–IV competencies for CPCS students. Contact the program director for further information.

Transfer Credit

Credit for courses taken elsewhere may be negotiated with the program director.

Scholarship Awards

The program, together with the Institute for Asian American Studies and the Asian American Studies Alumni Association, is working to establish scholarship opportunities and awards to support outstanding students who pursue Asian American Studies academic interests and/or participate actively in Asian American community development activities. These include the annual Anthony Chan Award for Asian American Studies ($500) and the Asian American Bank Fund for Student Leadership in Asian American Studies ($1,000). Contact the program director for additional information.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ASAMST L221 (ENGL L221)," which is cross-listed with the Department of English.

Repeatable Courses

ASAMST Z220 (Special Topics) is a repeatable course with different content each time it is offered.

Please contact the program director for updated information about courses or any other aspects of the program.

Asian American Studies Program

Courses

ASAMST 200
Introduction to Asian American Studies
This collaboratively taught course offers an interdisciplinary introduction to issues and methods relevant within the field of Asian American Studies. Possible areas of exploration may include: particular ethnic and geographic communities (e.g., South Asians and Cambodian Americans or Dorchester and Chinatown neighborhoods), women and gender, history, civil rights, media portrayals, literature, art and performance, and health or mental health issues.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms K Suyemoto

ASAMST Z220
Special Topics
Various courses in Asian American Studies are offered experimentally under this heading. Topics and faculty sponsors are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

ASAMST L221 (ENGL L221)
Introduction to Asian American Writing
A study of prose works by American writers of East Asian, Southeast Asian, and South Asian descent. In discussing texts and current issues within the field of Asian American literary studies, students will consider the ways in which discourse determines identity and the responsibilities of writers—to themselves as artists and to their communities, whether defined by race or gender.
Distribution I Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Iwanaga

ASAMST L223 (AMST or SOCIOL L223)
Asian Minorities in America
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Khandelwal, Mr Kiang, Mr. Leong

ASAMST L225 (AMST or SOCIOL L225)
Southeast Asians in America
This course examines issues arising from the resettlement of more than one million Vietnamese, Cambodian, and Lao refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang, Ms Tang

ASAMST 226
Becoming South Asians
This course examines the history and contemporary issues of people in the US with ancestry from countries such as Bangladesh, India, Nepal, Pakistan, and Sri Lanka. Through course readings, films, guest lectures, and student projects, the course explores global migrations and immigrant patterns, the formation of diverse South Asian communities, and cross-cutting issues of race, ethnicity, class, and gender.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Khandelwal

ASAMST L228 (AMST or SOCIOL L228)
Asian Women in the US
Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experiences of Asian women in the US from 1850 to the present. Topics include the transformation of traditional cultural roles as part of the acculturation process; exclusion; changing roles within the family; resistance to oppression as defined by race, gender, class; and the continuing impact of global relations.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Khandelwal, Ms Tang

ASAMST L238 (PSYCH L238)
Asian American Psychology
This course is an introduction to the psychological experience of Asian Americans, including the historical, socio-political, and cultural influences that shape personality and mental health in community, family, and individual contexts. The course also explores prevention and intervention possibilities through specific examples, such as trauma and intergenerational conflict, that are relevant for Asian American populations.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms K Suyemoto

ASAMST L265 (POLSCI L265)
World War II Internment of Japanese Americans
The US Government in 1942 commenced the internment of 120,000 Americans of Japanese ancestry. This course considers political, economic, legal, sociological and historical matters in the examination of this chapter in American life. The course encompasses experiences beyond the internment, including early Japanese immigration, the battle for redress and reparations, and the current status of Japanese and Asian Americans.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Watanabe

ASAMST 270
Cambodian American Culture and Community
This course explores significant themes from the cultural and historical past of Khmer/Cambodian Americans, and examines issues concerning their cross-generational realities as refugees, immigrants, and racial minorities, including their development of communities in the U.S. and their continuing diasporic relationships to Cambodia. Local student/community examples from Lynn, Revere, and Lowell will be highlighted.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Lay

Asian American Studies Program

ASAMST 294
Resources for Vietnamese American Studies
This course introduces students to the field of Vietnamese American Studies—what theories, methods, resources, and voices are helpful to examine the migrations and reconstructions of identity, culture, and community for Vietnamese in the U.S. and their diasporic relationships to Vietnam and around the world. The course will feature presentations by local Vietnamese American researchers, writers, and community leaders.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Bui

ASAMST 333
Asian American Politics and Social Movements
Students examine the historical development and contemporary dimensions of political and social movements in Asian American communities. Through directed readings, lectures, and critical case studies, students analyze ways in which Asian Americans have organized politically through electoral participation, ethnic/ cultural forms, neighborhood-based organizing, labor unions, multi-racial coalitions and virtual forms to affect issues in their communities, their homelands, and in US society.
3 Lect Hrs, 3 Credits

ASAMST 345
Asian American Cultures and Health Practices
Students examine critical health issues among diverse Asian cultures and communities, including cultural influences on health behaviors and practices of Asian Americans, and the relationships between health of Asian Americans and social, political, and economic contexts. A field work component enables students to develop culturally sensitive health intervention strategies or policies for individuals, families, and communities.
Prerequisites: Any approved Diversity course or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Zhan

ASAMST L350 (ENGL L350)
Asian American Literary Voices
An advanced study of poetry, fiction, drama, and autobiography by Asian American writers to explore the complex interplay between constructions of ethnic identity and literary expression. Students will engage with the highly diverse face of contemporary Asian America, probing its literature for emerging themes like diaspora, transnationalism, and sexuality and analyzing their impact on the US literary landscape.
Prerequisites: ENGL 200, ENGL 201, ENGL 206, ENGL 221, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Srikanth

ASAMST L355 (PHILAW L350)
Asian Americans and the Law
How has the US legal system affected Asian Americans? How have Asian Americans individually and collectively had impact on the US legal system? This course critically examines historical and contemporary issues of immigration policy, affirmative action, bilingual education, civil rights, and community control of development from local and national perspectives.
3 Lect Hrs, 3 Credits
Mr Leong

ASAMST 370
Asian American Media Literacy
This course will analyze media in three ways: media content (the message); the political and economic structure of mass media; and the impact of the media on culture, identity, and group relationships, particularly in relation to dynamics of race and gender for Asian Americans. The course will enable students to develop a critical eye toward images and representations in media, to examine thoughtfully how their media use has affected their own identities, and to explore the possibilities of creating alternative media which can express their voices more fully or effectively.
Prerequisites: Any approved Diversity course or permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Tang, Mr Leong

ASAMST 390
Asian American Community Internships I
This seminar course supports students involved with internships and projects working with Asian American populations and issues. Students carry out specific activities that support the development and enhance the capacity of organizations, agencies, and projects focusing on critical issues and needs in Asian American communities in the Boston area. Students also are expected to reflect critically on what they learn in the process both about themselves and about the organizational and community contexts in which they work.
Prerequisites: Permission of instructor.
3 Lect Hrs, 3-6 Credits
Ms Khandelwal, Ms Visvanathan

ASAMST 391
Asian American Community Internships II
See ASAMST 390.

ASAMST 397
Applied Research in Asian American Studies I
This course enables qualified undergraduates to participate in applied research projects directed by a faculty member affiliated with the Asian American Studies Program. Students engage in the research process through clarifying questions and reviewing relevant literature, designing appropriate methods for data collection and analysis, and sharing findings and recommendations. Project topics and faculty sponsors are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

ASAMST 398
Applied Research in Asian American Studies II
See ASAMST 397.

Asian American Studies Program

ASAMST L423 (SOCIOL L423)
Boston's Asian American Communities
This advanced research seminar examines the dynamics of ethnicity and community change in Asian American communities. Using theories of community development and methods of community research, students analyze Boston's Asian American communities as case studies of complex social systems. The course also looks at current research on immigrant acculturation, ethnic enclave economies, and the community control movement.
Prerequisites: Prior course work in Asian American Studies or permission of instructor
3 Lect Hrs, 3 Credits
Mr Kiang

ASAMST 478
Independent Study I
This course offers individuals and groups of students the opportunity to work with a specific faculty member on an approved project or plan of study in the field of Asian American Studies.
Hrs by arrangement, 3 Credits

ASAMST 479
Independent Study II
See ASAMST 478.

ASAMST 497
Teaching and Learning in Asian American Studies I
This seminar course enables advanced undergraduates, by invitation of the program, to develop conceptual approaches and directed practice relevant to pedagogy and curriculum design in the field of Asian American Studies. Students design and implement semester-long projects that address critical issues of teaching and learning with Asian American Studies content and/or Asian American student populations.
3 Lect Hrs, 3 Credits
Mr Kiang, Ms P Suyemoto

ASAMST 498
Teaching and Learning in Asian American Studies II
See ASAMST 497.

BIOBEHAVIORAL STUDIES PROGRAM

Director

Associate Professor Jeremy Hatch

The Program

Students interested in the biology of behavior who are majoring in anthropology, biology, or psychology may choose to participate in the Biobehavioral Studies Program as a specialized addition to their regular major.

The goal of the Biobehavioral Studies Program is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans. Students in the program complete a major in one of the three departments associated with the program, and in addition take a group of appropriate courses in each of the other two departments. Interested students are urged to consult with one of the program's directors.

Requirements and Recommendations

Students entering the program are advised to take introductory courses in all three departments. In order to insure that the program is recorded on their transcripts, students should complete the appropriate form, available from any of the program's directors, and file a card with the Office of the Registrar.

The program's requirements are intended to introduce students to the study of animal behavior, and to provide both breadth and depth, through courses in both a major field and in related areas.

Students in the program must complete a major in anthropology, biology, or psychology. Each of these three departments offers courses that are simultaneously applicable to the departmental major requirements and to those of the Biobehavioral Studies Program. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Approved Courses

A. First Courses in Animal Behavior
- ANTH 210 (Biosocial Bases of Human Behavior)
- PSYCH 365 (Evolution and Behavior)

B. Associated Fields
- BIOL 290 (Biology of Populations)
- BIOL 316 (Neurobiology)
- BIOL 317 (Endocrinology)
- BIOL 342 (Ecology)
- BIOL 344 (Ornithology)
- BIOL 352 (Evolution)
- PSYCH 250 (Learning and Memory)
- PSYCH 260 (Behavioral Neuroscience)
- PSYCH 360 (Neuropsychology)
- PSYCH 363 (Substance Abuse and the Brain)

C. Advanced Courses in Animal Behavior
- ANTH 310 (Primate Behavior)
- BIOL 348 (Animal Behavior)
- BIOL 349 (Methods in Ethology)
- BIOL 691 (Advanced Ethology)
- PSYCH 365 (Evolution and Behavior)
- PSYCH 366 (Hormones and Behavior)
- PSYCH 465 (Psychobiology of Development)

Transfer Credit Policy

At least three of the five program-approved courses from the departments outside the major department must be taken at UMass Boston. Transfer courses must be approved in writing by one of the program's directors.

BIOLOGY OF HUMAN POPULATIONS PROGRAM

The Program

The program is designed to expose interested biology majors to a number of anthropology courses, primarily in biological anthropology. A second goal is to assure that anthropology majors concentrating in biological anthropology achieve a strong foundation in the basic biological sciences. The program should be of particular interest to premedical and predental students and to anthropology and biology majors considering graduate work in areas involving the biology of human populations. Applications to the program from non-matriculated students require the approval of the director.

Requirements

Any student majoring in anthropology or biology may also choose to enter the Biology of Human Populations Program. Program participants are required to take the courses listed below. All courses within the student's major count toward departmental major requirements as well as toward program requirements. For matriculated students, successful completion of the program is recorded on official University transcripts. Non-matriculated students receive a certificate of completion.

Anthropology

- ANTH C100 (Culture and Human Behavior) or
- ANTH 103 (Introduction to Cultural Anthropology)
- ANTH 212 (Human Variation)
- ANTH 316 (Nutrition, Growth, and Behavior) and two from the following list of courses
- PSYCH 270 (Statistics)
- ANTH 313 (Developmental Models in Human Evolution)
- ANTH 317 (Human Epidemiology)
- ANTH 412 (Issues in Biological Anthropology)

Biochemistry

- BIOCHM 383 (Biochemistry I)

Biology

- BIOL 111, 112 (General Biology I and II)
- BIOL 210 (Cell Biology)
- BIOL 252 (Genetics) or
- BIOL 254 (Genetics/lecture only)
- BIOL 290 (Population Biology and one from the following list of courses:
- BIOL 312 (Developmental Biology and Embryology)
- BIOL 313 (Developmental Biology and Embryology/lecture only)
- BIOL 316 (Neurobiology)
- BIOL 318 (Neurobiology/lecture only)
- BIOL 317 (Endocrinology)
- BIOL 319 (Endocrinology/lecture only)
- BIOL 342 (Ecology)
- BIOL 352 (Evolution)

A grade point average of 2.0 or better is required for successful completion of the program. Courses taken on a pass/fail basis may not be used to satisfy program requirements.

Transfer Credit Policy

The approval of transfer credits will be considered on a case-by-case basis by the program director.

Information

The Biology of Human Populations Program accepts students only as resources permit. For further information about the program, students should contact the Anthropology Department.

DEPARTMENT OF CLASSICS

Faculty

Associate Professor and Chair Kenneth S Rothwell, Jr, Professor Emily A McDermott

The Department

The Department of Classics concerns itself with the civilizations of ancient Greece and Rome in all aspects—linguistic, literary, religious, and archaeological. The foundation of the program is the traditional study of the classics, with emphasis on mastery of the Greek and Latin languages. The major in classical studies provides students an opportunity to study classical culture through a disciplined program based mainly on works read in translation; the major in classical languages requires upper-division study of the great works of Greece and Rome in the original.

Classical studies courses designated CLSICS (CLSICS 281, etc.) require no knowledge of Greek or Latin. Classical language courses in the original language—Greek or Latin—are designated accordingly (GRK 211, LAT 101).

Requirements

Classical Studies Major

I. Classics 281 (Greek Civilization) and Classics 282 (Roman Civilization). With departmental approval, History 301 and/or History 302 may be counted toward this requirement.

II. Six additional classical studies (CLSICS) courses. Courses in Greek or Latin beyond those required (in III below) may be substituted for up to two of the required classical studies courses. With Classics Department approval, one of these courses may be from another department.

III. Two semesters of Latin or two semesters of Greek at a level appropriate to the student's preparation, in accordance with posted departmental guidelines.

IV. At least three courses taken to fulfill the major requirement must be at the 300 level.

Classical Languages Major

I. Ten courses in Greek and/or Latin.

II. Any two classical studies (CLSICS) courses, or two additional courses in classical language.

III. At least four of the courses taken for the major must be at the 300 level.

The Minors in Classical Studies and Classical Languages

Students majoring in another discipline may wish to deepen and enrich their understanding by minoring in classical studies, or in a classical language (Latin or Greek). These students must take a total of six courses to complete the minor program of study. The requirements for these minors are as follows:

Classical Studies Minor

I. Six classics courses, of which no more than two may be at the 100 level, and at least two of which must be at the 300 level.

II. Latin or Greek language courses may be substituted for up to two of the required six classics courses. Latin 101 or Greek 101 may only be counted if the second semester of the elementary sequence (Latin 102 or Greek 102) has also been taken.

III. With departmental approval, one of the six courses may be taken in an allied department.

Classical Language Minor

I. At least five courses in one of the classical languages.

II. A sixth course, which may be in either classical language or classical studies. If taken in the student's non-primary classical language, this course must be at or above the level of Latin or Greek 102.

Pass/Fail Policy

No course with a grade below a C- may count toward the major; however, one 100-level language course may be taken pass/fail. Majors must maintain a GPA of at least 2.0 in all courses.

Honors

Departmental honors candidates must have an overall average of 3.0 and a departmental average of 3.5. The program consists of two semesters of work undertaken in the candidate's senior year and culminating in a senior honors thesis (CLSICS 490-491, GRK 490-491, or LAT 490-491).

Transfer Policy

All courses in Latin and Greek at the 100-200 level at post-secondary institutions are transferable; Latin and Greek courses at the 300 level are transferable with departmental permission. At least three language courses at the 200-300 level must be taken at UMass Boston. All courses in classics (not given in the original language) at post-secondary institutions are transferable; courses of this kind that have no exact equivalent at UMass Boston are transferable with departmental permission. At least five of the courses counted toward the major (including at least two at the 300 level) or four of the courses counted toward the minor must be taken at UMass Boston. For the classical studies minor, at least one 300-level and two other classics courses must be taken at UMass Boston.

Overseas Programs

UMass Boston is a member of the Intercollegiate Center for Classical Studies at Rome. Information about this program or other overseas programs in Greece or Italy can be obtained from the department chair.

Classics Courses

CLSICS G175
Athenian Democracy

CLSICS G210
The Greeks

CLSICS G212
Women in Ancient Greece

CLSICS G215
Women in Ancient Rome

CLSICS G220
Myth in Literature and Drama: Orestes

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

CLSICS 161
Word Power

The debt our language owes to Latin and Greek. An introductory consideration of English vocabulary, word formation, and word origins. Attention is given to medical terminology. The course is suggested as an aid to basic skills development and to general language awareness.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Department of Classics

CLSICS 281
Greek Civilization
A consideration of the major periods of Greek civilization through the reading of literary masterpieces supplemented by a text and lectures on cultural and historical backgrounds. Discussion of Homer, the tragedians (Aeschylus, Sophocles, Euripides), Aristophanes, Plato (Greece). Introduction to archaeological and artistic materials.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits

CLSICS 282
Roman Civilization
A consideration of the major periods of Roman civilization through the reading of literary masterpieces supplemented by a text and lectures on cultural and historical backgrounds. Discussion of Cicero, Catullus, Virgil, Ovid, Petronius (Rome). Introduction to archaeological and artistic materials.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits

CLSICS 284
Greek and Roman Mythology
The analysis, background, and lasting influence of Greek and Roman myths. Some consideration of the ancients' beliefs about divinity, worship and ritual practices. Both primary (ancient authors) and secondary (modern) sources are used.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

CLSICS 285
Greek and Roman Tragedy
A survey of the monumental dramatic production of fifth-century Athens, including the works of Aeschylus, Sophocles, and Euripides. Background on period, tragic genre and theater conventions; influence on Rome and tragedies of Seneca.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits

CLSICS 286
Greek and Roman Comedy
The origins of Western comedy through a reading of selected works (Aristophanes and Menander—Greece; Plautus and Terence—Rome).
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits

CLSICS 287
Women in Greek Society and Literature
Readings in English translation of works of Greek literature dealing with women and their place in society. Particular attention is given to the social, historical, religious and economic forces that shaped gender roles in Greek society, and to the gulf between the roles of women in society and their images in literature. Not open to students who have taken CLSICS G212.
Prerequisite: Sophomore standing.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
Diversity Area: International.
3 Lect Hrs, 3 Credits

CLSICS 288: Image and Reality
The Women of Rome
Readings in English translation of works of Roman literature dealing with women and their place in society. Consideration of the social structures and forces that affected gender roles in Roman society. Particular attention is given to typologies of women in Roman literature. Not open to students who have taken CLSICS G215.
Prerequisite: Sophomore standing.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
Diversity Area: International.
3 Lect Hrs, 3 Credits

CLSICS 289
Rome in Hollywood
This course focuses principally on the treatment of Rome in American films. It compares ancient sources with their adaptations into film. The ways Romans change in the transition from page to screen furnish clues to America's view of itself, providing a case study of how ideology distorts history.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

CLSICS 290
The Novel in Antiquity
This course considers the novels of Apuleius, Petronius and a variety of Greek authors. Participants discuss questions of genre (Are these "novels," "romances," or something else?), the literary precedents for the prose narratives, and their influence on later literature.
3 Lect Hrs, 3 Credits

CLSICS 383
Heroes, Wars and Quests
The *Iliad* and *Odyssey* of Homer, the *Aeneid* of Virgil; intensive study of the background, meaning, and influence of ancient epic poetry, with some attention to minor ancient epics and developments of epic poetry in later periods.
Prerequisite: Any 200-level classics course or permission of instructor.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits

CLSICS 385
Greek and Roman Religion
The ancients' belief in, and worship of, the ancient gods; oracles, mysteries, cults. Both primary sources (ancient authors in translation) and modern secondary sources are used.
Prerequisite: CLSICS 284 or permission of the instructor.
3 Lect Hrs, 3 Credits

CLSICS 388
The Golden Age of Rome
"All roads lead to the *Aeneid*": a consideration of Augustan literature, with attention to the literary, philosophical, and historical backgrounds contributing to its unique character. Readings in Cicero, Lucretius, Catullus, Virgil, Horace, the elegiac poets, and Livy.
Prerequisite: CLSICS 282 or 283 or permission of the instructor.
3 Lect Hrs, 3 Credits

CLSICS 390
The Heroines of Greek Drama: Problems in Analysis
An in-depth consideration of the heroines of Greek tragedy and comedy, as shaped by literary, psychological and sociological factors. Emphasis is given to academic methodology and original research.
Prerequisite: CLSICS 287 or permission of the instructor.
3 Lect Hrs, 3 Credits

CLSICS 391
Greek and Roman Historiography
Major Greek/Roman historians.
Consideration of development of historical writing, historians' concepts of causation, literary techniques; primary and secondary sources.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

Department of Classics

CLSICS 395
Ancient Lyric Poetry
The poetry of Sappho, Alcaeus, Pindar and other Greek lyricists; their influence on Catullus and Horace; historical, religious, social and political background of ancient lyric poetry.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

CLSICS 478, 479
Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 1-3 Credits

CLSICS 490/91
Honors Program
Extensive reading in one broad segment of classical culture culminating in an honors thesis.
Prerequisites: 3.5 major average, 3.0 overall average, senior standing, permission of instructor.
Wkly Conf, 6 Credits

Greek Courses

GRK 101
Elementary Classical Greek I
Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook with Greek 102. (Course offered in the fall only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 102
Elementary Classical Greek II
A continuation of Greek 101. (Course offered in the spring only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 211
Intermediate Greek
Review of basic principles and introductory reading of a prose author: Plato, Lysias. (Course offered in the fall only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
Prerequisite: GRK 102 or permission of instructor.
3 Lect Hrs, 3 Credits

GRK 222
Intermediate Greek II: Homer
Introductory reading in the *Iliad* or *Odyssey*; continuation of Greek 211; credit may be applied toward any departmental major. (Course offered in the spring only.) Note: Either Greek 222 or Greek 224 is a prerequisite for all Greek courses at or beyond the 300 level. Students may not receive credit for both Greek 222 and 224.
Prerequisite: GRK 211 or permission of instructor.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 224
Intermediate Greek II: Plato
Introductory reading in the *Apology*; continuation of Greek 211; credit may be applied toward any departmental major. (Course offered in the spring only.)
Note: Either Greek 222 or Greek 224 is a prerequisite for all Greek courses at or beyond the 300 level. Students may not receive credit for both Greek 222 and 224.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 301
Attic Orators
Selected readings in Lysias, Demosthenes, and other major orators; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 302
Plato
Readings in selected dialogues; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 303
Aeschylus
Reading of selected tragedies; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 304
Sophocles
Reading of selected tragedies; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 305
Euripides
Reading of selected tragedies; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 306
Aristophanes
Reading of selected comedies; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 307
Herodotus
Reading of selected books of the histories; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 308
Thucydides
Reading of selected books of the histories; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 309
Lyric Poetry
Selections from lyric and elegiac poets; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 310
Epic Poetry
Advanced reading of Homer's *Iliad* and/or *Odyssey*; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GRK 478
Independent Study
Directed projects in Greek language and literature.
Hrs by arrangement, 1-3 Credits

GRK 479
Independent Study
See GRK 478.

GRK 490
Honors
Special projects in Greek language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

GRK 491
Honors
See GRK 490.

Department of Classics

Latin Courses

LAT 101
Fundamentals of Latin I
Designed to complete a standard basic textbook with Latin 102. (Course offered in the fall only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 102
Fundamentals of Latin II
Continuation of Latin 101. (Course offered in the spring only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 115
Intensive Elementary Latin
An intensive course aimed at developing reading skills in Latin. This course covers a year's worth in one semester. Open to students with no previous training.
Distribution I Area: Foreign Language.
Distribution II Area: World Languages.
6 Lect Hrs, 6 Credits

LAT 211
Intermediate Latin
Review of basic principles and introductory reading of a prose author (Cicero, Livy). Students with 3 years of high school Latin may qualify. (Course offered in the fall only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 222
Ovid—*Metamorphoses*
Continuation of Latin 211. Credit may be applied to major. (Course offered in the spring only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
Note: Latin 222 is a prerequisite for all Latin courses at or beyond the 300 level.
3 Lect Hrs, 3 Credits

LAT 301
Cicero
Reading in Cicero's orations, philosophical, or rhetorical works; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 302
Caesar
Reading in the works of Caesar; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 303
Roman Comedy
Reading in the plays of Plautus and Terence; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 304
Catullus
Reading in the poems of Catullus; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 305
Roman Elegy
Reading in Tibullus and Propertius and other Latin elegiac poets; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 306
Tacitus
Reading in the historical works of Tacitus; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 307
Sallust
Reading in the historical works of Sallust; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 308
Livy
Reading in the historical works of Livy; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 309
Lucretius
Reading *On the Nature of Things*; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 310
Virgil
Reading in the works of Virgil with primary emphasis on the Aeneid; background and scholarship. Required for Latin majors, and for combined Greek/Latin majors.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 311
Petronius
Reading in the *Satyricon*; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 312
Horace
Reading in the works of Horace; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 313
Juvenal
Reading in the satires of Juvenal; background and scholarship.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 325
Literature in the Age of Nero
Readings of Latin authors from the age of Nero. Selections may include Seneca, Petronius, Lucan or Persius.
Distribution I Area: Foreign Language.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LAT 478
Independent Study
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

LAT 479
Independent Study
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

LAT 490
Honors
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

LAT 491
Honors
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

COMMUNICATION STUDIES

Faculty

Mark A. Schlesinger, Associate Professor and Director; Senior Research Fellow Ellen Hume; Lecturers (Part-Time) Eileen McMahon, Brian Wardyga

The Minor in Communication Studies

Students in the Communication Studies Minor complete a sequence of six courses (18 credit hours) in four areas: Introduction; Communication in Context; Communication Techniques; and Capstone. Students should meet with the Program Director or his/her designee to develop specific sequences, given the number of electives available.

I. Introduction. All students are required to take the following course:

COMSTU 100 (Introduction to Communication)

II. **Communication in Context**. Students select three courses from two lists, as follows:

Two from the following:
AMST 101 (Popular Culture in America)
AMST 215 (America on Film)
AMST 355 (Black Popular Culture)
COMSTU 300 (Information Technology and Human Communication)
ENGL L341/WOST L341 (Women's Image in Film)
POLSCI 365 (Politics of Communication)
WOST 220 (Women and the Media)
One from the following:
AMST 310 (Television in American Life)
AMST L349 / HIST L349 (Cold War: Rise and Fall)
ART 265 (Film Analysis)
COMSTU 250 (Analyzing Media)
COMSTU 484 (Communication Studies Internship)
ENGL 340 (Literature and the Media)
ENGL 348 (Nature of Literacy)
POLSCI 367 (Politics by Internet)

III. Communication Techniques
One from the following:
ART 295 (Introduction to Video)
ART 297 (Introduction to Video Imaging)
ART 377 (Introduction to Multimedia)
COMSTU 210 (Using Internet Communications)
ENGL 307 (Writing for Print Media)
THRART 235 (Introduction to Directing I)
THRART 236 (Introduction to Directing II)
THRART 261 (Playwriting I)

IV. Capstone
One from the following:
COMSTU 480 (Seminar)
AMST 420 (Special Topics)

The following stipulations must be observed:

1. At least three courses must be in Communication Studies (COMSTU).
2. At least three courses must be at the 300 level or above.
3. Students can petition to substitute up to two related courses in their major for courses listed in Contexts and Techniques.
4. Students already enrolled in the Communication Studies Certificate Program of Study, which the minor replaces, have the option of completing the 8 courses in that program. Consult the program's requirements at www.commstudies.umb.edu/comm-prog.html.

Communication Studies Courses

COMSTU 100
Introduction to Communication
This course is designed to provide an introductory survey of the study of communication. The course begins with a general history of the evolution of human communication, and goes on to examine such areas as definitions, models, and basic concepts in communication; the range of verbal and non-verbal codes, and their complex interrelations in the message systems of modern electronic media; and various communication contexts, with emphasis on the structure and function of interpersonal communication and mass communication, particularly broadcast and cable television.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Schlesinger and Staff

COMSTU G102
Personal Information and Privacy: Others Gathering Personal Information About You
For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

COMSTU 105
Oral Communication
This course focuses on improvement of interpersonal, small group, and public communication skills. Through readings, journals, class discussions and activities, we explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.
3 Lect Hrs, 3 Credits
Staff

COMSTU 200
Special Topics in Communication Studies
Selected topics in the field of communication. Sourse content varies and will be announced prior to registration.

COMSTU 210
Using Internet Communication
Using Internet communications enhances students' theoretical understanding of electronic communication and their ability to communicate as professionals, scholars, and citizens using the Internet. Participants learn core communication theoretical models and principles, and apply them to electronic communication methodologies that enhance interpersonal, small group, and public interactions. These methodologies include electronic meetings, discussion forums, co-authoring tools, audio, and video.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Schlesinger and Staff

COMSTU 250
Analyzing Media
Participants intensively examine mass media products, including print media, radio, television, and the visual and musical arts. They develop skills in deconstructing media products and evaluating them to arrive at a sophisticated understanding of how the various mass media are produced and how they interact with society and culture. The course makes use of both theoretical texts and the media products themselves.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Schlesinger and Staff

Communication Studies

COMSTU 300
Information Technology and Human Communication
This course examines the relationship between information technology and human communication. Readings, discussion, assignments and projects address IT's potential to enhance and constrain communication; its role in the promotion or dissolution of community; its implications for social policy; its place among other media; and many more issues for which IT, particularly cyber-technology, is a lightning rod.
Distribution Area: Social and BehavioralSciences.
Prerequisite: ENGL 101.
3 Lect Hrs, 3 Credits
Mr Schlesinger and Staff

COMSTU 478, 479
Independent Study
Individual student projects in Communication Studies.
Prerequisite: Permission of instructor.
1-3 Credits
Mr Schlesinger and Staff

COMSTU 480
Communication Seminar
A seminar on a particular problem, issue, or technique in the study of communication, approached from a variety of disciplines and perspectives. The topic of the seminar varies from offering to offering and reflects the research interests of the sponsoring faculty member.
Prerequisite: COMSTU 100 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Hume, Mr Schlesinger

COMSTU 484
Communication Internship
An independent project undertaken at an off-campus location under the guidance of a faculty advisor and an off-campus supervisor. A written proposal is required and must be approved by the faculty advisor and the director of the Communication Studies Program prior to accepting the internship. Students will submit a written final report and, at the discretion of the faculty advisor, an interim report. Details and an application form may be obtained from the program director. Grading is "Pass/Fail."
Prerequisite: 4 courses in the program and permission of program director.
1-4 Credits
Mr Schlesinger and Staff

CREATIVE WRITING PROGRAM

Director

Assistant Professor Askold Melnyczuk

The Program

The Program in Creative Writing is designed for matriculated and non-matriculated students with special interests in writing poems, stories, and novels, and/or plays. The program can be taken independently or in conjunction with other degree programs. It can be completed comfortably in four to six semesters. For matriculated students, successful completion of the program is recorded on official University transcripts. Non-matriculated students receive a certificate of completion.

Requirements and Recommendations

Admission

Although creative writing courses are open to all students (subject, in some cases, to permission of the instructor), the program is designed for those students with special interests in writing. Students seeking further information should consult with the program director.

Requirements

I. At least four courses in creative writing, only one of which may be a 200-level course, and at least two of which must meet as workshops, from the following list.

- ENGL 210 (Introduction to Creative Writing)
- ENGL 211 (Writing and Reading Poetry)
- ENGL 212 (Writing and Reading Fiction)
- ENGL 301 (Advanced Poetry Workshop)
- ENGL 302 (Advanced Fiction Workshop)
- ENGL 303 (Creative Writing Workshop)
- ENGL 496 (Creative Writing Honors I)
- ENGL 497 (Creative Writing Honors II)
- THRART 250 (Introduction to Playwriting)
- THRART 251 (Playwriting I)*
- THRART 275 (Introduction to Screen and TV Writing)
- THRART 351 (Playwriting II)

*Counts as a 300-level course. Students are advised to take ENGL 210, 211, or 212 as sophomores, or, if exempted from ENGL 102, as freshmen. Other courses may be taken in any sequence, and ENGL 301, 302 and 303 may be repeated for credit. ENGL 496 and 497 are open only to senior degree students admitted to the Honors in Creative Writing Program.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors involved and the program director.

Students may not take ENGL 455-456 for credit toward this requirement without permission from the program director.

II. Three additional literature courses are required. At least two must be genre courses or major author courses, and at least one must be an upper-level course. These courses should, generally, be English courses; but relevant theatre arts and literature-in-translation courses may be allowed, in certain cases, with permission of the program director.

Note: Students majoring in English may count English courses toward both the major and the creative writing program.

III. A portfolio of course work must be reviewed and approved by the director of the Creative Writing Program in consultation with members of the creative writing faculty.

Honors in Creative Writing

A few outstanding seniors are invited to work for honors in creative writing by completing an intensive workshop with the director of creative writing in the fall, and working with an individual faculty advisor on a collection of poetry, fiction, or drama in the spring. Requirements for admission are a 3.0 cumulative average, a 3.5 average in English and creative writing courses prior to the fall, and approval by a committee of creative writing faculty. Qualified students should see the Director of the Creative Writing Program in April for details.

Transfer Credit Policy

With the permission of a program director, up to two courses taken at another college or university may be applied toward completion of the program.

Information

Further information is available from the Office of Creative Writing (617.287.6761) or the English Department (617.287.6700).

CRIMINAL JUSTICE MAJOR

Coordinator

Associate Professor Stephanie Hartwell

The Major

The Department of Sociology in the College of Liberal Arts (CLA) offers a major in criminal justice. CLA criminal justice majors complete eight core courses (24 credits), four area courses (12 credits) and a 6-credit capstone internship experience. Students may also choose to minor in criminal justice.

The criminal justice curriculum emphasizes such traditional areas of study as corrections, criminology, law, and police, as well as other related areas, including community problems, law and public policy, substance abuse, and youth services.

Requirements

The Major

I. Core Courses (30 credits)
- CRMJUS L262 (SOCIOL L262) (Criminology)
- CRMJUS L321 (SOCIOL L321) (Racial and Ethnic Relations)
- CRMJUS L351 (SOCIOL L351) (Methods of Sociological Research)
- CRMJUS L363 (SOCIOL L363) (Corrections)
- CRMJUS L368 (SOCIOL L368) (Alcoholism: Etiology and Epidemiology) or CRMJUS L367 (SOCIOL L367) (Drugs and Society)
- CRMJUS L465 (SOCIOL L465) (The Police in Society)
- CRMJUS L467 (SOCIOL L467) (Sociology of Law)
- SOCIOL 101 (Introduction to Sociology)

II. Area Courses (12 credits)

Four courses chosen from offerings in five areas; at least two courses must be in one area. Areas include
A. Substance Abuse and Crime
B. Community and Social Problems,
C. Mental Health Law and Crime
D. Youth and Crime
E. Law and Public Policy
A listing of courses in each area is available in the Sociology Department Office.

III. Capstone Internship (6 credits)
- CRMJUS L461 (Internship in Law and Criminal Justice)
- CRMJUS L462 (Internship in Law and Juvenile Justice)

Criminal justice majors may count a maximum of six courses taken outside CLA toward the completion of major requirements. One CLA course may be taken on a pass-fail basis, but it may not be CRMJUS/SOCIOL L351, CRMJUS/SOCIOL L461, or CRMJUS/SOCIOL L462.

Double Major in Criminal Justice and Sociology

Students choosing to major in both criminal justice and sociology may double-count two courses at the 300 level or higher and as many 100- and 200-level sociology courses as they take as part of the criminal justice major.

The Minor in Sociology

Criminal justice majors who choose to complete a minor in sociology may count two courses—SOCIOL 101 and SOCIOL L351—toward both the major and the minor. In addition, they must complete four other sociology courses, including SOCIOL 341 (Elements of Sociological Theory).

The Minor in Criminal Justice

Students choosing to minor in criminal justice must complete four required courses and three additional criminal justice electives. The required courses include:

1. CRMJUS L262 (Criminology)
2. CRMJUS L467 (Sociology of Law)
3. CRMJUS L321 (Race and Ethnic Relations) or CRMJUS L368 (Alcoholism: Etiology and Epidemiology)
4. CRMJUS L363 (Corrections) or CRMJUS L465 (Police in Society)
5. Any three elective courses (9 credits) from the elective areas contained in the major.

Courses

CRMJUS L262 (SOCIOL L262) Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Butts, Ms Hartwell, Ms Mignon, Mr Willis

CRMJUS L321 (SOCIOL L321) Racial and Ethnic Relations
An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.
Prerequisite: SOCIOL 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Butts, Mr Capetillo-Ponce, Mr Jacobs

CRMJUS L351 (SOCIOL L351) Methods of Sociological Research
Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Deng, Ms Gore, Mr Movahedi, Mr Schutt, and Staff

CRMJUS L363 (SOCIOL L363) Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

Criminal Justice Major

CRMJUS L367 (SOCIOL L367)
Drugs and Society
This course examines the social origins and consequences of the use and abuse of consciousness-altering substances (including alcohol). It considers how society defines and deals with drug use and assesses social harm, including such issues as addictions and health effects, drugs and crime, the legislation debate, and drug policy and enforcement.
Prerequisite: SOCIOL 101.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Hartwell, Ms Mignon

CRMJUS L368 (SOCIOL L368)
Alcoholism: Etiology and Epidemiology
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross- culturally and among subgroups in the population such as women, prison inmates, the elderly, and homeless people.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Mignon, Ms Hartwell

CRMJUS L461 (SOCIOL L461)
Internship in Law and Criminal Justice
This course provides an historical and sociological analysis of our state and federal court systems, and considers such issues as the rights of indigent defendants, the bail system, right to counsel, and the adversary nature of some proceedings. In addition to classroom work, students undertake supervised field placements in probation offices, parole boards, district attorneys' offices, and correctional programs.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 15 Fieldwork Hrs, 6 Credits
Ms Hartwell

CRMJUS L462 (SOCIOL L462)
Internship in Law and Juvenile Justice
This course provides an historical and sociological introduction to our juvenile justice system, and considers such issues as children's rights and the role of the family versus the role of various judicial institutions. In addition to classroom work, students undertake supervised field placements in juvenile courts, probation offices, and youth rehabilitation programs.
Prerequisites: SOCIOL 101 and junior standing or permission of instructor.
3 Lect Hrs, 15 Field Work Hrs, 6 Credits

CRMJUS L465 (SOCIOL L465)
Police in Society
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis is given to police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Willis

CRMJUS L467 (SOCIOL L467)
The Sociology of Law
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including non-literate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Schutt, Mr Willis

EAST ASIAN STUDIES PROGRAM

Faculty

Michael LaFargue, Instructor and Director; Kathleen Hartford, Professor of Political Science; Ann Cordilia, Associate Professor of Sociology; Alexander DesForges, Assistant Professor of Chinese Language and Literature; Victoria Weston, Associate Professor of Art; Weili Ye, Associate Professor of East Asian Studies, History, and Women's Studies; Takeshi Kokubo, Lecturer in Japanese Language and Literature

The Program

Students majoring in any discipline can enhance their degree by completing the seven-course program of study in East Asian Studies. "East Asia" includes China and the countries traditionally under Chinese cultural influence, primarily Korea, Japan, and Vietnam. UMass Boston offers courses in Chinese and Japanese language, and on the history, art, religion, philosophy, sociology, and politics of the East Asian region.

The recent growth of East Asian studies reflects a recognition that we live today in a multi-centered world. We cannot look at the world from only one point of view, but must understand how peoples in the East Asian cultural region see the world differently from the way others do. The rich culture embodied in East Asian art and literature, and the religious/philosophical traditions of Buddhism, Taoism, and Confucianism, make East Asia an important area of study in its own right. The size of their populations and the recent spectacular economic success of many East Asian countries have made East Asia a major force in world economy and world politics today. The aim of the discipline of East Asian studies is to make students better global citizens by giving them an in-depth understanding of the history, culture, and political traditions of East Asian countries, as well as of issues of current importance in international relations. For students coming to UMass Boston from Asian countries, East Asian studies offers an opportunity to study their own history and cultural heritage at the University level, as well as the opportunity to discuss similarities and differences between East Asian and Western world views.

UMass Boston's East Asian Studies Program offers two tracks: The first is language-based, designed for students whose main interest is in acquiring knowledge of Chinese or Japanese language, especially those who plan to go on to further study or careers requiring these language skills. Its curriculum comprises four semesters of Chinese or Japanese language, plus three other courses related to East Asia.

The program's second track is focused on cross-cultural understanding. It does not require language study; rather its multidisciplinary approach studies East Asia from the perspective of its history, literature, art, religion, philosophy, sociology, and politics. This track consists of one introductory course plus six other electives in a variety of departments. It is valuable to students who already know Chinese or Japanese, or who are planning careers not requiring these skills, but nonetheless are interested in engaging in a more in-depth and comprehensive study of East Asian society, history, and culture.

Requirements

For the first track

Four semesters of Chinese or Japanese language, plus three electives chosen from the list below of courses relevant to the program.

For the second track

1. One of the following introductory courses:
   - EASIAN L160 (HIST L160) (East Asian Civilizations I to 1850)
   - EASIAN L161 (HIST L161) (East Asian Civilizations II since 1850)
   - SOCIOL 220 (A Survey of East Asian Societies: China and Japan)
2. Six electives from the list below of courses relevant to the program. These must include at least two 300-level courses, and no more than two 100-level courses.

A one-course waiver will be granted to students who complete two semesters of Chinese or Japanese language, or who can show evidence of proficiency in Chinese, Japanese, Korean, or Vietnamese.

For students in this track, no course counting toward program completion may be taken on a pass/fail basis. Participants must maintain a GPA of at least 2.0 for program courses.

Transfer Credit Policy

Partial waivers of language and other requirements may be granted by the director to certain transfer students.

Courses Relevant to the Program

- ART 256 (Arts of Japan)
- ART 258 (Arts of China)
- EASIAN L104 (Art L104) (Introduction to East Asian Art)
- EASIAN L160 (HIST L160) (East Asian Civilizations I to 1850)
- EASIAN L161 (HIST L161) (East Asian Civilizations II since 1850)
- EASIAN L232 (RELST L232) (Asian Religions)
- EASIAN L358 (RELSTY L358) (Psychology, Politics, and Philosophy of East Asia)
- EASIAN L359 (WOST L359) (Women in Modern China)
- EASIAN L360 (HIST L360) (Traditional China)
- EASIAN L362 (HIST L362) (Traditional Japan)
- EASIAN L361 (HIST L361) (History of Modern China)
- EASIAN L363 (HIST L363) (Modern Japan)
- EASIAN 478 (Independent Study)
- EASIAN 479 (Independent Study)
- EASIAN 480 (Topics in East Asian Studies)
- CHINSE 101 (Introductory Chinese I)
- CHINSE 102 (Chinese II)
- CHINSE 201 (Intermediate Chinese I)
- CHINSE 202 (Intermediate Chinese II)
- CHINSE 260 (Great Novels of China)
- CHINSE 478 (Independent Study)
- CHINSE 479 (Independent Study)
- ECON 372 (Comparative Economic Systems)*
- JAPAN 101 (Japanese I)
- JAPAN 102 (Introductory Japanese II)
- JAPAN 201 (Intermediate Japanese I)
- JAPAN 202 (Intermediate Japanese II)
- JAPAN 250 (Modern Japanese Literature)
- JAPAN 252 (Traditional Japanese Literature)
- JAPAN 270 (Introduction to Japanese Culture)
- JAPAN 301 (Advanced Japanese
- JAPAN 478 (Independent Study)
- JAPAN 479 (Independent Study)
- PHIL 297 (Asian Philosophy)
- POLSCI 387 (Government and Politics of China)
- SOCIOL 220 (A Survey of East Asian Societies: China and Japan)
- SOCIOL 221 (Sociology of Japan)

*Not area-directed, but with a relevance to East Asia

East Asian Studies Program

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "EASIAN L104 (ART L104)," which is cross-listed with the Art Department.

Courses

EASIAN L104 (ART L104)
Introduction to East Asian Art
This course is an introduction to East Asian art, focusing on Japan and China. It is divided into three historical segments: early forms of Buddhism, paintings of the scholar class, and the interaction of tradition with imported Western cultural forms. These topics provide a comparative context for exploring style, culture, class and gender.
Distribution Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston

EASIAN L160 (HIST L160)
East Asian Civilizations I to 1850
An introduction to the traditional civilizations of China, Japan, and Korea, from the earliest times until the arrival of the industrial West in the nineteenth century.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Ye

EASIAN L161 (HIST L161)
East Asian Civilizations II since 1850
An introduction to the political, social, and economic modernization of China, Japan, and Korea, from the arrival of the industrial West in the mid-nineteenth century to the present day.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Ye

EASIAN L232 (RELSTY L232)
East Asian Religions: Buddhism and Taoism
This course focuses mainly on Taoism and Mahayana Buddhism, briefly touching also on Hinduism, Confucianism, and Shinto. It situates the classical teachings of these traditions in their historical contexts in India and East Asia, compares them to other world views more prevalent in the West, and invites students to consider their possible relevance to life in the world today.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Mr LaFargue

EASIAN L358 (RELSTY L358)
Psychology, Politics, and Philosophy in East Asia
Why do attitudes in China, Korea, and Japan differ from Western attitudes on such issues as human rights; individualism and community; child rearing; moral and psychological development; the role of government; and proper behavior in business organizations? This course explores the roots of these differences in the Confucian tradition.
Distribution Area: World Cultures.
3 Lect Hrs, 3 Credits

EASIAN L359 (HIST L359/WOST L359)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Ye

EASIAN L360 (HIST L360)
Traditional China
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments. EASIAN L160 (HIST L160) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

EASIAN L361 (HIST L361)
History of Modern China
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution. EASIAN L161 (HIST L161) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

EASIAN L362 (HIST L362)
Traditional Japan
A historical survey of the cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan. EASIAN L160 (HIST L160) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

EASIAN L363 (HIST L363)
Modern Japan
A historical survey of the economic, social, political and cultural developments in Japan from 1800 to the present, with special consideration of economic and foreign policy problems. EASIAN L161 (HIST L161) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

EASIAN 478, 479
Independent Study
For those with special interest in a project dealing with East Asia.
Prerequisite: Permission of program director.
Hrs by arrangement, 3 Credits

EASIAN 480
Topics in East Asian Studies
Variable content course: offered on an irregular basis.
3 Lect Hrs, 3 Credits

DEPARTMENT OF ECONOMICS

Faculty

Catherine Lynde, Associate Professor and Chair; Professors Randy Albelda, Arthur MacEwan, Mary Stevenson, David Terkla, Harold Wolozin; Associate Professors James Campen, Jeremiah Cotton, Janis Kapler; Assistant Professors Minsik Choi, Pascale Joassart, Marlene Kim, Enrico Marcelli, Tammy Barlow McDonald

The Department

The goals of the Economics Department are to provide a broad range of undergraduate courses for economics majors in a liberal arts institution; to prepare students for rigorous graduate work in economics or related fields; to expose majors to the richness of economics through offering both "traditional" and "alternative" courses; and, for students who are not economics majors, to improve their understanding of economic phenomena as a way of enhancing their ability to comprehend the problems of a complex modern society. The department participates in appropriate College and University programs, including interdisciplinary studies.

Requirements

The Major

All economics majors are required to take ECON 101,102, 201, 202, and 205, and to attain a grade of at least C- in each of them. Majors are further required to take six elective courses within the department. At least one of these electives must be a "field" course, and at least two must be "alternative approach" courses. A "field" course is one that offers a broad survey of a major field of applied economics. (Field courses are designated with double asterisks below.) An "alternative approach" course is one that gives a systematic and thorough treatment of an approach or approaches to economics other than the traditional neo-classical/Keynesian approach. (Alternative approach courses are designated with single asterisks below.) One of these 6 electives must also be a 400-level capstone course. Capstones require completion of a substantial research paper or a similarly challenging significant integrative project. Each student must achieve a GPA of at least 2.0 in all economics courses in order to graduate as an economics major.

The Minor

All minors in economics are required to take a total of six economics courses, including ECON 101-102. No more than two transfer courses may be counted toward the minor.

Honors Thesis

Senior economics majors who have the appropriate prerequisites can write an honors thesis. The awarding of honors will be determined by the thesis advisor and a second reader. See the ECON 489 and 490 course descriptions for details.

Mathematics Requirement

ECON 101 (Introduction to Microeconomics) and 102 (Introduction to Macroeconomics) have as a prerequisite MATH Q114, MATH 115, or the equivalent (e.g., placement out of MATH Q114/MATH 115 by examination). Almost all other economics courses have either ECON 101 or 102 or both as a prerequisite; students must therefore have MATH Q114, MATH 115, or the equivalent prior to taking almost any economics course. Also, the other three courses required of all economics majors (ECON 201, 202, and 205) all have the following math prerequisite: MATH 129 (or 130) or placement into MATH 135 (or 140).

The Pass/Fail Option

Economics majors may use the pass/fail option for departmental electives, but not for the required courses (ECON 101, 102, 201, 202, and 205). Economics majors who are considering taking an economics elective course pass/fail are strongly encouraged to talk with their faculty advisors before making a final decision.

Transfer Credit Policy

By permission of the department, and subject to University regulations, major credit may be given for up to five courses taken at other institutions.

Courses

ECON G110
Economic Ideas

ECON G212
Economics of the Metropolitan Area

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ECON 100
Introduction to Economic Issues*
This course introduces some of the tools, controversies, and major issues of economics. Students learn basic concepts and methods of measurement used in economics and are introduced to the ways economists analyze economic and social problems. The course focuses each semester on a particular policy topic, giving attention to competing interpretations of the roles of markets, government, firms, and households. Please note that declared economics majors may not enroll in this course.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Albelda, Ms Kim

ECON 101
Introduction to Microeconomics
A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is given to the functioning of markets and on examining the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis vary from section to section and may include industrial organization, income distribution, international trade, economics of the environment, and other topics.
Prerequisite: MATH Q114 or MATH 115, or equivalent.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Economics

ECON 102
Introduction to Macroeconomics
A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is given to examining the overall functioning of the economy and on dealing with such matters as unemployment, inflation and recession. Other areas of emphasis vary from section to section and may include economics of government spending and taxation, economic development, alternative economic systems, and other topics.
Prerequisite: MATH Q114 or MATH 115, or equivalent.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ECON 201
Microeconomic Theory
Analysis of consumer and firm behavior, and of the determination of prices and quantities in both product and factor markets. Equilibrium of the household, the firm, and the industry. Implications of alternative market structures. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: ECON 101 and MATH 129 (or 130), or placement into MATH 135 (or 140).
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ECON 202
Macroeconomic Theory
An investigation of the forces determining national output, employment, and inflation. Particular attention is paid to those government policies which attempt to affect the overall level of economic activity in the US. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: ECON 101-102, and MATH 129 or 130 (or placement into MATH 135 or 140).
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

ECON 205
Statistical Methods
A non-calculus introduction to statistical inference aimed at familiarizing students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. Topics include descriptive statistics; probability, including the normal distribution; hypothesis testing, including t-tests; analysis of variance; regression and correlation.
Prerequisites: ECON 101-102, and MATH 129 or 130 (or placement into MATH 135 or 140).
Distribution I Area: Mathematics and Computer Sciences.
Distribution II Area: Mathematics.
3 Lect Hrs, 3 Credits

ECON 208
History of Economic Thought*
A discussion of the rise and development of systematic economic thought. Both orthodox and heterodox economic ideas are studied in light of the social and historical context in which they developed. The course covers the origins of mercantilist thought, the physiocrats and classical political economy through Marx, neoclassical economics, the German historical school, the marginalist school, and institutional economics.
Prerequisites: ECON 101-102.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Wolozin

ECON 210
Introduction to Marxist Analysis*
An introduction to Marxist economic analysis, giving students an initial exposure to the basic concepts and methods of analysis of Marxist economics. Several themes and concepts run throughout the course; these include the processes of alienation and exploitation, the operation of contradictions and the role of dialectics, and the role of the state in capitalistic societies.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr MacEwan

ECON 213
Urban Economics
An analysis of the economic reasons for the development of cities, and of historical trends in the evolution of US cities. Theoretical explanations for the structure of cities, with particular attention to spatial density patterns. Special attention to urban problems and related policy options in selected areas including transportation, housing, land use, local government finance, and poverty and discrimination.
Prerequisite: ECON 100 or ECON 101.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Marcelli, Ms Stevenson

ECON Z270
Special Topics
This course provides an opportunity, at the 200-level, for the department to offer one-time-only courses on special topics of current interest to faculty members and students. It also is sometimes used as a way of offering proposed new courses on a trial basis before they are officially approved as part of the economics curriculum.
Prerequisite: Varies; will be posted each time course is offered.
3 Lect Hrs, 3 Credits

ECON 318
The Economics of State and Local Governments
An examination of the role that state and local governments play in financing and implementing the delivery of public goods and services. The levels and history of state and local expenditures and revenues, economic theories of the role of government, the relationship between the federal government and state and local governments, and the specific taxes used to finance state and local government activities are examined, with special attention paid to the current fiscal situation of the states, especially Massachusetts.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Ms Joassart

Department of Economics

ECON 325
American Economic History*
The economic history of the United States, beginning with the colonial period and the economic basis of the Revolutionary War. Subsequent topics include the industrial revolution in the US, the economic basis for slavery and the Civil War, the broad-scale conflict between capital and labor during and after WW I, the weakness of the US economy during the 1920s, and the Great Depression of the 1930s.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr MacEwan

ECON 331
Money and Financial Institutions**
An economic analysis of the US financial system, including examination of the major types of financial assets, financial markets, and financial institutions, as well as the major factors that determine asset prices and the structure of interest rates.
Attention is given to the nature and operation of banking firms and the structure and regulation of the banking industry. Other topics may include the Federal Reserve and monetary policy; the determination of the money supply; recent trends in the banking industry; lending discrimination and community reinvestment; and current public policy issues in the areas of banking and finance.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr Campen

ECON 334
International Trade**
An examination of alternative theories of international trade, including traditional neoclassical free trade approaches and newer theories addressing imperfect competition, economies of scale, national competitiveness issues, and managed trade. Topics also include the economic analysis of trade policies and trade imbalances: quotas, tariffs, GATT, free trade areas, NAFTA, trade problems and policies in economically developed and developing countries.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr Choi, Ms Kapler

ECON 335
International Finance**
An examination of the theory of international finance, balance of payments and foreign exchange markets, open economy macroeconomic policy with capital mobility and exchange rate flexibility, international monetary regimes, and international monetary reform.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Ms Kapler

ECON 336
Economic Development**
Topics include the economic meaning of underdevelopment; the role played by different kinds of resources; the evaluation of alternative "strategies" for economic growth and development; and the interaction between the problems of the underdeveloped countries of Africa, Asia, and Latin America and the policies of the US and other developed countries.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr MacEwan, Ms Joassart

ECON 338
The Latin American Economy*
Description and analysis of the economic characteristics and problems of Latin American countries.
Prerequisite: ECON 100 or ECON 101 or ECON 102.
3 Lect Hrs, 3 Credits
Mr MacEwan

ECON 343
The Political Economy of Black America*
A survey of the economic status of black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary blacks, e.g., housing, labor market discrimination and education. Evaluation of community economic development, black capitalism and other strategies for black economic development.
Prerequisite: ECON 100 or ECON 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Cotton

ECON 345
Natural Resources and Sustainable Economic Development
This course provides an introduction to sustainable growth and economic development. The first part focuses upon the techniques for managing natural resources. The second part focuses on specific regional, national and global resource problems, including energy usage, fisheries, population, and species extinction. Students are provided with an overview of strategies for achieving sustainable resource usage.
Prerequisite: ECON 100 or ECON 101.
3 Lect Hrs, 3 Credits
Ms McDonald

ECON 349
Economic Approaches to Environmental Problems
An introduction to the economist's approach to solving environmental problems. The course examines applicable economic theories, then uses them to develop a framework for analyzing a wide range of environmental issues. Topics include benefit/cost analysis; measurement of environmental damages; and current government approaches to solving air, water, and solid waste pollution problems.
Prerequisite: ECON 100 or ECON 101.
3 Lect Hrs, 3 Credits
Ms McDonald, Mr Terkla

ECON 350
The Political Economy of Aging and Retirement
This course explores the impact and implications of, and the responses to, an aging population and workforce. Topics include the economic problems of aging, the institution of retirement, income maintenance alternatives, specific responses to aging in the public and private sectors, volunteer work and retired workers, age discrimination, and the older person as an under-utilized resource.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr Wolozin

Department of Economics

ECON 351
Economic Philosophy*
An introduction to the basic behavioral assumptions of modern economics, and a comparison of these with the views of human nature and behavior presented in other disciplines and studies of humankind. Participants read and report on a wide range of materials from economics and from such related disciplines in the social sciences and humanities as sociology, psychology, philosophy, political science, and literature.
Prerequisites: ECON 101-102, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Wolozin

ECON 372
Comparative Economic Systems**
An examination of alternative systems of economic organization. Analysis of the failed command economies of the former Soviet Bloc and discussion of the progress and prospects for reform in Russia, Poland and Hungary. Special attention is given to comparing alternative capitalist systems (US, Sweden, Germany, Japan and South Korea). Issues of concern include market and non-market mechanisms of allocation and distribution, workers' control, economic democracy, centralization and decentralization, and the relation of economic affairs to political and social affairs.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr Morrison

ECON 380
Health Economics
An analysis of how health care markets function with specific reference to the US health care delivery system. Topics include the economic, social, and demographic factors determining the demand for health care services, the supply of various kinds of health-sector services, the financing of health care services, and alternative systems of health care delivery and financing.
Prerequisite: ECON 100 or ECON 101.
3 Lect Hrs, 3 Credits
Ms Lynde

ECON 385
Economics of Education*
This course deals with a variety of questions about the role of education in the economy and about economic aspects of the educational system. First, attention is given to the historical development of US public education and to different theories trying to explain that development. Students examine such issues as: Does education make people more productive? If so, how? Does education affect people's behavior in ways that make them "fit" better or worse in the large enterprises of the economy? Whose interests are served by the structure of our educational system? How does the educational system affect economic, social and political equality? Much of the course is devoted to particular controversies, for example, the issue of school choice, merit pay for teachers, the equalizing or disequalizing impacts of schooling, the importance of education in making the US "more competitive."
Prerequisite: ECON 101 or 102.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr MacEwan

ECON 390
Labor Market Economics**
An analysis of labor as an economic resource. Topics include the demand and supply of labor; wage determination and the structure of labor markets; income distribution, discrimination and inequality; unemployment and contingent work; labor as a macroeconomic variable, and public policies affecting the labor market.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr Cotton, Ms Kim, Mr Marcelli, Ms Stevenson

ECON 392
Women's Economic Roles*
Women's labor-unpaid and paid-is a crucial, yet often overlooked or undercounted component of economic activity in industrial countries. This course presents an historical overview of the economic roles of women in the US and how economic theories explain these roles. The course focuses on why women's economic status has remained subordinate to men's and discusses policies directly affecting women's economic position.
Prerequisite: ECON 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Albelda, Ms Kim

ECON 394
Sex-Segregated Labor Markets*
A study of women's inferior economic status. Review of theoretical and empirical work on topics including women's labor force participation, job segregation, wage differences and discrimination, and considerations of proposals for changes in public policy.
Prerequisite: ECON 100 or 101; 102 recommended.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Kim, Ms Stevenson

ECON 395
The Economics of Social Welfare*
A study of major economic security programs in the United States, such as Social Security and Aid to Families with Dependent Children. The course begins with an examination of historical events leading to the programs of the American welfare system, analyzes the benefit and cost structure of the current system, and assesses the effects of recent attempts to reform that system.
Prerequisite: ECON 100 or 101 or 102.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Cotton, Ms Kim

ECON 417
Public Finance**
An examination of the role of the public sector in the US economy, focusing on public expenditures and tax theory. Topics usually include welfare economics and justifications for government intervention in the market economy, an explanation of the federal budget, theories of growth in government, benefit/cost analysis, income redistribution theory, tax incidence, and the effect of different forms of taxation on consumption, labor supply, savings, and investment. (This course may be used as a capstone for declared economics majors with at least seven economics courses.)
Prerequisites: ECON 102 and 201; MATH 129.
3 Lect Hrs, 3 Credits
Mr Terkla

ECON 431
Monetary Theory and Policy**
A study of the supply of and demand for money in macroeconomic models, and of current issues in monetary policy.
Prerequisites: ECON 202 and 331, and MATH 129.
3 Lect Hrs, 3 Credits

Department of Economics

ECON 432
Industrial Organization**
Presentation of a framework for the analysis and evaluation of the performance of American industry and an examination of a group of American industries to illustrate the usefulness of this framework in explaining the price, output and product policies in those industries. The course also includes an analysis of antitrust activities as a public policy designed to promote better market performance.
Prerequisites: ECON 201 and MATH 129.
3 Lect Hrs, 3 Credits

ECON 433
Government Regulation of Private Business
Analysis of government policies toward business (including antitrust policy, economic regulation and social regulation) and their impact on society. Topics include the causes and consequences of mergers; the analysis of such business practices as resale price maintenance, franchising, bundling and tying arrangements; the regulation of public utilities, communications and transportation; health and safety regulation and patent policy.
Prerequisites: ECON 201 and MATH 129.
3 Lect Hrs, 3 Credits

ECON 435
The Multinational Corporation*
Examination of the patterns, trends, and theories of direct foreign investment, and impacts of multinational corporations on home and host countries. Topics include effects of MNCs on trade, employment, wages, technology, and economic development. Papers, class presentations, and class discussion are required. (This course may be used as a capstone for declared economics majors with at least seven economics courses.)
Prerequisite: ECON 334 or 335 or 336 or 338.
3 Lect Hrs, 3 Credits
Ms Kapler

ECON 452
Econometrics**
This is a course in the techniques of estimating economic models. The uses and pitfalls of empirical estimation in economics are examined. In addition to lectures, there is a weekly two-hour computer lab, where students apply these methods using econometric software. (This course may be used as a capstone for declared economics majors with at least seven economics courses.)
Prerequisites: ECON 201 and 205.
3 Lect Hrs, 2 Lab Hrs, 4 Credits
Ms Lynde

ECON 453
Advanced Macroeconomics
An investigation of the stability and volatility of the US economy, using both theoretical and applied analyses. The course examines several macroeconomic issues: the determinants of economic growth; the sources of instability in "managed-market" economies like the US; the interaction between macroeconomic policy and the international economy and the scope for systematic stabilization policy.
Prerequisites: ECON 202 and MATH 129.
3 Lect Hrs, 3 Credits
Ms Lynde

ECON 476
Internship in Economics
Carefully supervised field work for one or two days each week in Boston-area institutions that conduct research on economic issues. Open to a limited number of students each year. (Fulfills the capstone requirement. More information is available from the Economics Department.)
Prerequisites: Any seven economics courses; at least 80 credits; open only to economics majors.
3 Lect Hrs, 3-6 Credits
Mr Campen

ECON 478
Independent Study
Research and reading in any area in economics: the purpose of this course is to allow the student to do advanced work in an area of economics to which he or she has already been exposed or to investigate an entirely new area. (Course offered in the fall only.)
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

ECON 479
Independent Study
See ECON 478. Given in the spring term.
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

ECON 480
Senior Seminar
A senior seminar conducted by various members of the faculty with concentration on their fields of scholarly interest. (Fulfills the capstone requirement.)
Prerequisites: Any seven economics courses; at least 80 credits; open only to economics majors.
3 Lect Hrs, 3 Credits

ECON 481
Senior Independent Study
Reading and research, under the direction of an individual faculty member, that builds on knowledge and skills obtained in a student's previous economics courses and that culminates in the production of a substantial research paper. Students will be allowed to enroll in ECON 481 only after the completion of a written proposal that obtains written approval from the supervising faculty member and from the department chairperson. (Fulfills the capstone requirement.)
Prerequisites: Any seven economics courses; at least 80 credits; open only to economics majors.

ECON 489
Senior Honors Project
Closely supervised individual research on a topic chosen by a student in consultation with a faculty supervisor. The course's aim is to enable highly qualified students to undertake the preliminary exploration—reading, thinking, data-gathering—necessary for the successful undertaking of writing a senior honors thesis during the following term. The thesis prospectus must be completed and accepted by the student's proposed thesis supervisor before enrollment. Enrollment is limited to economics majors with at least 80 credits and an overall cumulative GPA of 3.25 who have completed at least 7 economics courses with a GPA of 3.5; permission of both a faculty supervisor and the department chairperson is required. (Fulfills the capstone requirement.)
Hrs by arrangement, 3 Credits

ECON 490
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis. Topics will be mutually agreed upon by students and their faculty supervisors, on the basis of the thesis prospectus (See Economics 489). At the beginning of the term the department chairperson will, in consultation with the thesis supervisor, appoint a second reader for the thesis, who will be available for consultation during the term. On completion of the thesis, and its acceptance by the supervisor and the second reader, the student will present an oral summary of his or her research at a seminar open to all economics students and faculty. (Fulfills the capstone requirement.)
Prerequisites: Successful completion of ECON 489; permission of both a faculty supervisor and the department chairperson.
Hrs by arrangement, 3 Credits

DEPARTMENT OF ENGLISH

Faculty

Robert Crossley, Professor and Chair; Professors Pamela Annas, Elsa Auerbach, Linda Dittmar, Eleanor Kutz, Margaret Mansfield, Monica McAlpine, Shaun O'Connell, Thomas O'Grady, Lois Rudnick, Lloyd Schwartz, Mary Shaner, Louise Smith, Taylor Stoehr, John Tobin, Vivian Zamel; Associate Professors Neal Bruss, Elizabeth Fay, Judith Goleman, Duncan Nelson, Sheila Post, George Smith; Assistant Professors Caroline Brown, John Fulton, Betsy Klimasmith, Askold Melnyczuk, Cheryl Nixon, Louise Penner, Gautam Premnath, Rajini Srikanth; Adjunct Associate Professor Kevin Bowen; Adjunct Lecturer Rosanne Donahue

The Department

The English Department offers a wide variety of courses and programs in literature, language, and writing for major and nonmajor alike. Hundreds of UMass Boston students choose the English major as one of the best (and most recognized) forms of pre-professional training, since it cultivates powers sought after in many careers: perceptiveness, language skills, ability to analyze human motive and situation, careful judgment, the ability to recognize underlying principles and to foresee human consequences. Many study literature as a rich repository of human values and vision, and for others it provides unique opportunities for self-discovery as well as immediate access to remote worlds of experience. Courses in literature are organized according to the major critical orientations: historical, generic, thematic, and authorial, and each semester's offering of advanced courses gives balanced representation to these. Courses in practical and creative writing are available at three levels. Clusters of courses in language and linguistics are available, as are courses suitable for students preparing for careers in teaching at the primary, secondary, and post-secondary levels. Members of the department teach in several interdisciplinary programs, and all English faculty teach courses at all levels. The department offers master of arts degrees for the study of literature, composition, and creative writing.

Requirements

Prerequisites

For all English courses above the 100 level, completion of the University freshman writing requirement is prerequisite. This requirement is normally met through two semesters of freshman English (ENGL 101-102), to be taken before a student accumulates 30 credits. Information is available from the Department regarding those circumstances under which students may be exempted from taking ENGL 101-102. Prerequisites for English majors are listed below. For nonmajors, ENGL 200, 201, or 206 is prerequisite for all 300- and 400-level English courses. The student who is strongly motivated to take a course for which he or she has not satisfied the prerequisites should contact the instructor for advice and permission.

The Major

I. At the sophomore level, all English majors must take the following three courses as prerequisites to advanced study:
   - ENGL 200 (Literary Studies I)
   - ENGL 201 (Five British Writers)
   - ENGL 206 (Six American Authors)

Majors must complete at least one of these three required sophomore-level courses before beginning advanced-level work.

II. Students majoring in English must complete with a grade of "C-" or better a minimum of ten courses above the 100 level. Courses taken on a pass/fail basis cannot be counted among the ten courses required for the major. At least six of the ten must be advanced (300- and 400-level) courses, and must be distributed according to the following guidelines:
   - Majors must take at least one advanced course in which a large proportion of the literature studied is from before 1850.
   - Majors must take one course in distribution category "C" (below), and one in "D."

III. Students entering the university in Fall 2002 and after are required to include among their English major credits for graduation a capstone course or experience. Ordinarily the capstone is undertaken after a student has completed at least 90 credits towards graduation. The capstone allows a student to demonstrate the ability to use the knowledge, concepts, and methods acquired in the major in a substantial project that may involve research in literature or language, a portfolio of creative or scholarly work, or application in an apprentice role outside the University.

   The capstone requirement may be met through any of the English courses listed in the 460-499 series. The senior honors options in this series are by invitation only, but all other capstone courses are open to all English majors.

   Capstones cross-listed between English and other departments or programs may also be used by English majors to meet the capstone requirement.

   English majors in the Teacher Education Program may count their practicum semester as a capstone experience. Students completing the creative writing concentration in English may use their required writing portfolio, certified by the creative writing faculty, as the capstone experience. English majors who have an internship approved by the English Department's internship supervisor may count their semester as an intern as a capstone experience if they enroll in either ENGL 475 or 476.

Distribution Categories

A. Writing
B. Language and Critical Theory
C. Literary Genres, Forms, and Modes
D. Literature, History, and Society
E. Authors

The distribution category for each advanced course is indicated by letter code after the course title. In addition, an asterisk follows the code to indicate courses that meet the pre-1850 requirement.

Courses in Other Disciplines

English majors interested in other disciplines such as psychology, linguistics, history, or the foreign languages will be assigned advisors with similar interests to help them plan a coherent, individualized program of study.

Courses Which Count Toward the Major

- Humanities, American studies, Africana studies, women's studies, and linguistics courses, if taught by English faculty.
- THRART 250, 251, 351.
- One semester of independent study, which must be approved by the chair of the department.

Department of English

Courses Which Do Not Count Toward the Major

- Literature in translation courses offered by foreign language departments.
- Courses taken pass/fail.
- Courses in which the student receives a grade below C-.
- Courses below the 200 level.

The Minor

All minors are required to take ENGL 200, 201, or 206.

In addition, students must take five other English courses, at least four of which must be at the 300 or 400 level. Students must complete all courses for the minor with a grade of at least C-. Courses taken on a pass/fail basis cannot be counted toward the minor.

Honors

The department offers a two-semester honors program for a small number of seniors whose work in English has been outstanding. Only three of the six honors program credits can be counted towards the major. Minimal requirements for admission to the program are a 3.0 cumulative average (3.5 in English courses) and recommendations to the English honors committee from faculty members acquainted with the applicant's work. Interested students should contact the director of the major. (Note the descriptions of ENGL 498-499 below.)

Creative Writing Program

Students who are not English majors and who wish to earn certificates in creative writing should refer to the "Creative Writing Program" section of this publication.

The English major who pursues a program of study in creative writing must—while satisfying all English major requirements-complete at least four one—semester courses in creative writing, only one of which may be an introductory course. Courses approved to date for the program include

- ENGL 210 (Introduction to Creative Writing)
- ENGL 211 (Writing and Reading Poetry)
- ENGL 212 ((Writing and Reading Fiction)
- ENGL 301 (Advanced Poetry Workshop)
- ENGL 302 (Advanced Fiction Workshop)
- ENGL 303 (Creative Writing/Workshop)
- THRART 250 (Introduction to Playwriting)
- THRART 251 (Playwriting I)
- THRART 351 (Playwriting II)
- THRART 275 (Screen and TV Writing)

Students are advised to take ENGL 210 as sophomores or, if exempted from ENGL 102, as freshmen. Other courses may be taken in any sequence, and ENGL 301, 302, and 303 may be repeated for credit.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors. Certification in creative writing requires final approval by the director of creative writing, in consultation with members of the creative writing faculty based on a portfolio of work completed in creative writing courses. Students may take one semester of ENGL 455 or 456 for credit toward the creative writing program requirement with permission from the program director.

Honors in Creative Writing

The Creative Writing Program, in conjunction with the English Department, offers a two-semester program for a small number of seniors. See the "Creative Writing" section of this publication for a complete description.

Special Programs

As noted in other sections of this publication, the English Department participates in programs involving teacher education, American studies, Africana studies, communication studies, Irish studies, linguistics, women's studies. The department also participates in graduate studies through its MA in English Program.

Transfer Credit Policy

Transfer students may count toward the major requirements no more than five English courses taken elsewhere. Sophomore-level courses taken elsewhere do not substitute for advanced-level major courses. Major prerequisites may be waived or modified for transfer students who have completed equivalent or comparable courses elsewhere. To have transcripts from other institutions evaluated, transfer students should contact the director of the undergraduate major or designated advisors.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example "ENGL L350 (ASAMST L350)," which is cross-listed with the Program in Asian American Studies.

Courses

ENGL G180
Women Between Cultures

ENGL G181
Literature and Visual Arts

ENGL G182
"Race" and "Ethnicity" in 20th Century US Literature

ENGL G183
Literature and Society

ENGL G184
Technology and the Soul

ENGL G187
Examining Consciousness

ENGL G262
The Art of Literature

ENGL G 263
The Art of Shakespeare

ENGL G273
The Art of Fiction

ENGL G274
The Art of Drama

ENGL G276
The Art of Life Writing

ENGL G278
Pre-Famine Ireland

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ENGL 099
English Fundamentals
English 099 is a basic reading and writing course for students whose writing placement tests indicate that they need extensive work in college composition. The course introduces students to the methods and materials of academic writing. Journal writing, collaborative writing, marking and glossing texts, discussing student papers in class, and revising are some of the methods that instructors use.
3 Lect Hrs, 3 Credits (semester credits but not graduation credits)

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ENGL 101
Freshman English I
Small class instruction and practice in writing for college courses on various kinds of topics, many from experience and observation, chosen to develop the student's confidence and ability. Readings and materials vary from section to section, but all sections require a minimum of eight 600-word papers.
Note: This course satisfies the first half of the College's freshman writing requirement.
3 Lect Hrs, 3 Credits

ENGL 102
Freshman English II
Continuation of ENGL 101, with emphasis on topics and research writing assignments of the kinds encountered in many types of college courses. Readings and materials vary from section to section, but all sections require a minimum of seven papers, including a longer research paper.
Note: This course satisfies the second half of the College's freshman writing requirement.
Prerequisite: ENGL 101 or equivalent.
3 Lect Hrs, 3 Credits

ENGL Z106
Oral Communication
The course focuses on improvement of interpersonal, small group, and public communications skills. Through readings, journals, class discussions and activities, we explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.
3 Lect Hrs, 3 Credits

ENGL 200
Literary Studies I
This course offers guided practice in the close reading of three major literary genres—poetry, fiction, and drama—with works to be drawn from various historical periods. (A fourth genre may be added at the instructor's discretion.) The course explores the distinctive features of each genre, along with the concepts and terminology necessary to understand it accurately and communicate about it effectively. Close reading is integrated with aesthetic and evaluative responses to the literary works. A bridge to Literary Studies II (ENGL 300) is provided through focused study of at least one work from a biographical, historical, cultural, or other perspective. This course requires intensive writing.
Distribution I Area: The Arts.
Ms Annas, Ms Brown, Mr Bruss, Ms Kutz, Ms Klimasmith, Mr O'Connell, Mr O'Grady, Mr Premnath, Ms Shaner, Ms Srikanth
3 Lect Hrs, 3 Credits

ENGL 201
Five British Writers
Representative works by five of the most important writers from the fourteenth to the nineteenth century, studied as introductions to philosophical and humanistic studies, explored as reflecting and shaping the leading ideas, assumptions, and values of their ages. Works by Chaucer, Shakespeare, and other authors such as Milton, Swift, and Austen, with films and background lectures on the philosophical and historical contexts of the works and their authors. Instruction in analytical reading and writing is provided.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Crossley, Ms Fay, Ms Nixon, Mr O'Connell, Ms Penner, Mr Premnath, Ms Shaner, Ms Smith, Mr Tobin

ENGL 206
Six American Authors
The achievements of American literature in articulating the American mind is illustrated by works from some well-known American writers—Thoreau, Dickinson, Faulkner, for example—as well as from those who deserve to be better known, such as Frederick Douglass, Kate Chopin, Zora Neale Hurston.
Distribution I Area: The Arts.
Diversity Area: The United States.
3 Lect Hrs, 3 Credits
Ms Brown, Ms Klimasmith, Ms Mansfield, Mr O'Connell, Ms Post, Ms Srikanth, Mr Stoehr

ENGL 210
Introduction to Creative Writing
An introduction to the arts through the medium of writing as well as reading poetry and fiction. Student writing is submitted weekly and discussed in class.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Bowen, Mr Fulton, Mr Melnyczuk, Mr O'Grady, Mr Schwartz

ENGL 211
Writing and Reading Poetry
An introduction to the writing of poetry for students who may or may not have had prior experience. Students read poetry as a basis for learning to write it, and class discussion focuses both on assigned readings and on student work. Individual conferences with the instructor are also required.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Schwartz

ENGL 212
Writing and Reading Fiction
An introduction to the writing of fiction for students who may or may not have had prior experience. Students read fiction as a basis for learning to write it, and class discussion focuses both on assigned readings and on student work. Individual conferences with the instructor are also required.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk

ENGL 216
Writing as Women
A sophomore-level writing course designed to work with writing in the context of women's particular relationship to language, Writing as Women is both theoretical and practical. Students read and discuss feminist analysis of language, read and study a number of women writers who are models of strong individual female voices, work at their own style and particular voice, and practice the skills of research, organization, and editing at a level usual to an intermediate writing course.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Annas

ENGL L221 (ASAMST L221)
Introduction to Asian American Writing
A study of prose works by American writers of East Asian, Southeast Asian, and South Asian descent. In discussing texts and current issues in the field of Asian American literary studies, students consider the ways

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in which discourse determines identity and the responsibilities of writers—to themselves as artists and to their communities, whether defined by race or gender.
Distribution I Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Srikanth

ENGL 235
Black Literature in America
A survey of works by African-Americans with attention to the interaction of musical, oral and literary forms in Black expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, and others.
Distribution I Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Brown, Mr Stoeher

ENGL 240
Introduction to the English Language
An introduction to the English language and to the changing attitudes of the language users, which underlie grammars, dictionaries, linguistic theories, speech, and writing. Major units of the course cover attitudes towards our language, traditional and contemporary approaches to the structure of English, language acquisition, and language variation.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Kutz, Ms Mansfield, Mr Smith

ENGL Z281
Special Topics
Various courses in literature, language, and composition are offered experimentally under this heading. Topics are announced each semester during preregistration.

ENGL Z284
Language, Literacy and Community
This course is designed to be taken in conjunction with ENGL 285. It provides theoretical and practical foundations for teaching second language adult literacy. Course work considers participants' own language/literacy acquisition processes and practice as tutors. The course focuses on learner-centered approaches to teaching adult ESL/literacy.
Prerequisites: ENGL 101, 102, and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel, and Staff

ENGL 285
Tutor Training: ESL
This course emphasizes the theoretical and practical issues in the teaching of ESL, thus providing tutors with a framework with which to view their own teaching and observation experiences. Readings and discussions address materials development, instructional techniques, and textbook evaluation. Open only to UMass Boston ESL tutors.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel

Advanced Courses

Each semester the English Department offers four or five advanced courses in writing and more than twenty in language, criticism, and literature. All courses listed are offered at least once every five semesters, and many courses are offered annually. For annual offerings, consult the English Majors Handbook.

ENGL 300
Literary Studies II (A)
Literary Studies II is designed to strengthen students' understanding of literature, literary theory, and the complex relations between literature and history. Works are drawn from a variety of historical periods in English and American literature and include poetry, drama, fiction, secondary source material, and criticism. This course requires intensive writing.
Prerequisite: ENGL 200.
3 Lect Hrs, 3 Credits
Ms Brown, Ms Dittmar, Ms Fay, Ms Klimasmith, Ms Nixon, Mr Premnath, Ms Srikanth

Writing Courses

ENGL 301
Advanced Poetry Workshop (A)
An advanced poetry workshop in which students practice and improve the poetic skills they have already begun to develop. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Schwartz

ENGL 302
Advanced Fiction Workshop (A)
An advanced fiction workshop in which students practice and improve the writing skills they have already begun to develop. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk

ENGL 303
Creative Writing Workshop (A)
A creative writing workshop for students who have some experience in the writing of poetry, fiction, or drama. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk, Mr Schwartz

ENGL 306
Advanced Composition: Theory and Practice (A)
For serious writers in various nonfictional modes, such as description, narration, expository or informative writing, and written argument. While there is some emphasis on the philosophy of composition, everything read and discussed has a practical as well as a theoretical function. Sections of this course taught by different instructors vary in emphasis from the composing process to techniques of the new journalism, to technical writing, writing for prelaw students, techniques of research for the long paper and report. But all are conducted in small classes or workshops, all are concerned with informative or argumentative writing for advanced students, and all require the permission of the instructor for enrollment.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Goleman, Ms Mansfield

ENGL 307 (A)
Writing for the Print Media
An advanced course where strong writers can gain proficiency in major types of writing for the public, including journalism (news and feature articles), promotional writing (press releases, flyers), and business and informational prose (brochures, reports, manuals and instructions). Assignments connect to real campus, job, and community events and situations, with the expectation that some writing will be publishable. In conjunction with ENGL 308, this course provides a strong preparation for editors and writers in all settings.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Mansfield, Mr Stoehr

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ENGL 308
Professional Editing (A)
An intensive workshop in developing effective prose style for various kinds of writing, including reports, essays, and theses. Instruction covers advanced grammar, usage, editing, and proofreading, with special attention to problems of expression and style arising from complex ideas and argumentative logic. In conjunction with ENGL 307, this course provides a strong preparation for editors and writers in all settings.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Mansfield, Ms Smith

Genres, Forms, and Modes

ENGL 318
Medieval Ballad and Lyric (D*)
A study of popular poetry and song in the Middle Ages, beginning with translations of Latin lyrics and student songs, moving through a consideration of Middle English lyrics, and culminating with a study of the traditional ballad.
3 Lect Hrs, 3 Credits
Ms Shaner

ENGL 319
English Epic Poetry (C*)
The history and theory of English epic and mock-epic poetry, with attention to the status of epic in modern times. Consideration of efforts to emulate Homer and Virgil, as well as issues of artistry and interpretation in English translations of ancient epics. Close reading of epics by three or four poets, such as the Beowulf-poet, Spenser, Milton, Pope, and Wordsworth.
3 Lect Hrs, 3 Credits
Mr Crossley

ENGL 320
Autobiography (C*)
A study of various kinds of American autobiography—such as spiritual autobiography and freedom narratives—from colonial to modern times, with attention to European forerunners from Augustine to Rousseau. Texts vary by semester, selected from such authors as Edwards, Franklin, Thoreau, Douglass, Jacobs, Moody, Washington, and Henry Adams, and more recent works by Hellman, Wright, Malcolm X, and Kingston.
3 Lect Hrs, 3 Credits
Mr Stoehr

ENGL 321
Biography (C)
A study of how biographies tell a life story, with attention to the problems of fidelity to the truth and appeal to the imagination. Selected texts share common themes which are approached differently, sometimes in several works about a single historical figure. Consideration is given to uses of differing source materials and to differing forms, including prose, drama, documentary, and fictionalized film.
3 Lect Hrs, 3 Credits
Mr Stoehr, Mr Tobin

ENGL 322
Rise of the Novel (C*)
The emergence of the most popular and influential literary form of the past two centuries. The nature of the novel, its formal characteristics and social concerns, is traced in seven or eight major works by early artists in the novel, such as Defoe, Richardson, Fielding, Austen, and Scott.
3 Lect Hrs, 3 Credits
Mr Crossley, Ms Nixon

ENGL 324
Short Story (C)
A study of the short story, chiefly as a genre of this century. The course traces its development from nineteenth century origins, concentrating its reading on such American and Irish writers as Welty, O'Connor, Cheever, Lavin, Joyce, Hemingway, Montague, and considering as well the statements made by short story writers on the poetics of short fiction.
3 Lect Hrs, 3 Credits
Distribution II Area: The Arts.
Mr Fulton

ENGL 325
Narrative in the Novel and Film (C)
Emphasizing formal and stylistic renditions of 20th-century narrative art, this course focuses on experimental aspects of fiction and film. It does so through close attention to written texts, media, and critical readings. Materials include fiction by James, Woolf, Faulkner, Coetzee, and Puig, and films by Eisenstein, Pabst, DeSica, Resnais, and Giral.
5 Lect Hrs, 5 Credits
Ms Dittmar

ENGL 326
Forms of English Drama I (C*)
A study of English drama before and during Shakespeare's career emphasizing the development of comedy and tragedy as form and idea, this course provides a setting for the study of Shakespeare. Readings include selected episodes from the mystery cycles, a morality play, and works by such playwrights as Marlowe, Kyd, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont, as well as a comedy and a tragedy of Shakespeare.
3 Lect Hrs, 3 Credits
Ms Shaner, Mr Tobin

ENGL 327
Forms of English Drama II (C*)
A study of drama in English since the reopening of the theaters at the Restoration of 1660. The development of comedy of manners from Wycherly and Congreve through Sheridan to Wilde and Shaw, and of tragedy from the early eighteenth century through the romantic era, through Ibsen and his followers, to the early twentieth century.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 328
Modern and Contemporary Drama (C)
A study of 20th-century American and British drama, including works in translation by influential playwrights abroad. Attention to themes, forms, styles, staging, and performance. Works by such authors as Ibsen, O'Neill, Williams, Miller, Brecht, Beckett, Genet, Hansberry, August Wilson, Kushner, and Hwang.
3 Lect Hrs, 3 Credits
Ms Dittmar

ENGL 331
Satire (C*)
Readings from the classical period of satire. Aristophanes, Horace, and others raise issues about the nature, functions, and techniques of satire, its relations to intellectual attitudes, social criticism, and literary forms. Variations on the classical patterns and the role of satire in contemporary culture are seen in a range of later satiric works.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 332
Comedy (C*)
Comic literature from different cultures and periods, ancient through modern, illustrates the recurrence of different comic modes: satire, irony, romantic comedy, comedy of manners, and comedy of the absurd. Essays about theories of comedy aid students in evaluating the literature and forming their own ideas about the nature of comedy.
3 Lect Hrs, 3 Credits
Ms Nixon

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ENGL 333
Tragedy (C*)
The course explores both the changing and the enduring aspects of tragedy by examining tragedic works of different ages, from ancient Greece to modern times. Readings may include such works as *Oedipus, Thyestes, Dr. Faustus, Macbeth, The White Devil, King Lear, Samson Agonistes, Desire Under the Elms*, and *Death of a Salesman*, examined in the light of essays about the vision of tragedy, the nature of tragic action, the tragic hero, the tragic times, for example. Students are encouraged to evaluate theories against one another and against their own experience of the literature, in order to formulate their own ideas about the nature of tragedy.
3 Lect Hrs, 3 Credits
Mr Tobin

ENGL 334
Science Fiction (C)
A historical survey of a distinctive modern mode of fiction, including major works by such 19th- and 20th-century figures as Mary Shelley, HG Wells, Yevgeny Zamyatin, Olaf Stapledon, Alfred Bester, Ursula LeGuin, Octavia Butler, Joan Slonczewski, and Kim Stanley Robinson. The focus is primarily literary, though there may be a brief unit comparing literary and cinematic science fiction. Among the topics for consideration: science and scientists in fiction; history and the future; aliens and alienation; diversity in gender, race, culture, species; the physical environment of Earth and of other worlds.
3 Lect Hrs, 3 Credits
Ms Annas, Mr Crossley

ENGL 335
Children's Literature (C)
The study of literature for children, including criticism and the history of the development of literary materials written specifically for children. The works studied—by such authors as Lewis, Grahame, Wilder, and Milne—are explored in the context of the historical and cultural settings in which they were produced, and the texts are analyzed both as works of art and as instruments of cultural and didactic impact.
3 Lect Hrs, 3 Credits
Ms Shaner

ENGL 336
American Detective Fiction (C)
A survey of detective fiction and the crime novel in America. Authors include Poe, Hammett, Chandler, Cain, Spillane, Ross MacDonald and others. Films are shown.
3 Lect Hrs, 3 Credits
Ms Mansfield

ENGL 337
Short Novel (C)
Readings in 20th-century short novels by authors such as Tolstoy, Joyce, Conrad, James, Wharton, Hemingway, Steinbeck, Roth, Wright, Hurston, Achebe, C Johnson, and Oates. Exploration of how the language of analysis and interpretation affects the ways we relate to texts. Attention to differences among genres: short story, the novella or short novel, and novel.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Nelson

Literature and Culture in Context

ENGL 340
Literature and the Media (D)
A comparison of two kinds of imaginative experience, with particular emphasis on the effects of formula and format, the standardization which results from technological methods of production and distribution to mass audiences. How are our lives different because of the pervasiveness of these new cultural habits?
3 Lect Hrs, 3 Credits
Mr Stoehr

ENGL L341 (WOST L341)
Women's Image in Film (D)
An in-depth study of women's portrayal in narrative cinema, the course explores ways film as an art form reflects and affects the social, political and cultural construction of Woman. It examines both traditional images of women and the portrayal of women struggling to reassess and redefine their roles and their sense of self. Drawing on current scholarship in film theory, and especially in feminist film theory, the course emphasizes the relation between cinematic technique and narrative content. Please note: Although not required, completion of one course in film before enrolling in this course is recommended.
Prerequisites: One women's studies course at the 100 or 200 level, and ENGL 102 or equivalent.
4-5 Lect Hrs, 3 Credits
Ms Dittmar

ENGL L342 (WOST L342)
Women Film Directors (C)
This course spans eight decades of women's work as film directors. While it largely unfolds chronologically, starting with the silent era and concluding with contemporary films, within this framework it is organized so as to focus on narrative, documentary, and avant-garde films as separate categories. It pays special attention to the ways cinematic form and thematic content come together, at specific historic moments, in women's cinematic rendition of their experience.
There are no prerequisites, but ART 265 or WOST 320 is recommended.
4-5 Lect Hrs, 3 Credits
Ms Dittmar

ENGL 345
Regional Literature: The American South (D)
A study of the literary renaissance of the American South from 1920 to the present in works by such authors as Faulkner, Hurston, Wright, Warren, Ransom, Tate, Welty, Porter, Styron, O'Connor, Kenan, A. Walker, M. Walker, and S. Brown.
Ms Srikanth
3 Lect Hrs, 3 Credits

ENGL L350 (ASAMST L350)
Asian American Literary Voices (D)
An advanced study of poetry, fiction, drama, and autobiography by Asian American writers to explore the complex interplay between constructions of ethnic identity and literary expression. Students engage with the highly diverse face of contemporary Asian America, probing its literature for emerging themes like diaspora, transnationalism, and sexuality and analyzing their impact on the U.S. literary landscape.
3 Lect Hrs, 3 Credits
Ms Srikanth

ENG 353
Multiethnic American Literature
A study of poetry, fiction, and drama by Native American, African American, Asian American, Latino/a, and Jewish American writers from a comparative perspective, exploring similarities and differences among the writers in their aesthetics—how they use language to express themselves—and politics—how themes like immigration, resistance, empowerment, activism, heritage, gender relations, sexuality, and family manifest themselves in the works.
Prerequisites: ENGL 101, 102, and 200, or permission of instructor.
Diversity Area: United States.
Ms Srikanth

ENGL 354
The Black Presence in American Literature (D)
A study of 19th- and 20th-century literary texts by black and white writers who write with a significant consciousness of black people in American society, and of how blacks and "blackness" are used to illuminate whites and to conceptualize "whiteness" and its ideology. Authors may include

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Melville, Twain, Chopin, Mitchell, Faulkner, Ellison, Wright, Baldwin, Brooks, and Morrison.
Diversity Area: United States.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Brown, Mr Stoehr

ENGL 355
Black Poetry (C)
A critical and historical survey of black poetry from its oral beginnings to the present, with emphasis on the Harlem Renaissance, or New Negro Movement, and the Black Arts Movement. Works by such major poets as Dunbar, Hughes, Brooks, Walker, Hayden, Baraka, Sanchez, Giovanni, Dove, S Brown, Harper, and Komunyakaa.
3 Lect Hrs, 3 Credits
Staff

ENGL 356
The African-American Novel in America (C)
A study of how the African-American novel developed within black American literature as a treatment of emerging black American consciousness, beginning with Douglass's short novel, *The Heroic Slave* (1845). Works chosen from such authors as Wilson, Brown, Chesnutt, JW Johnson, Hurston, Larsen, Wright, Petry, Ellison, Brooks, Marshall, Morrison, Walker, Naylor, Reed, Wideman, Kenan, C Johnson, Butler, and Randall.
Diversity Area: United States.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Brown

ENGL 357
African-American Women Writers (D)
The course considers content, form and modes of expression in prose, poetry and criticism by black women writers from the eighteenth century to the present. Readings include slave narratives, colonial and abolitionist writings, works from the Harlem Renaissance and by contemporary writers such as Bambara, Sanchez, Walker, and Brooks.
3 Lect Hrs, 3 Credits
Ms Brown

ENGL 358
Caribbean Literature (D)
A study of Caribbean fiction, poetry, drama, and essays as a reflection of historical events, political forces, artistic trends, and cultural realities from the eighteenth century to the present. Consideration of travel writing, film, and music, including reggae. Authors may include McKay, Garvey, CLR James, Brathwaite, Walcott, Rhys, Naipaul, Cliff, Kincaid, Conde, Cesaire, Zobel, and Marley.
3 Lect Hrs, 3 Credits
Ms Brown

ENGL 359
African Women Writers (D)
This course examines the works of fiction produced during and after the colonial period by African women and the contributions they have made toward developing the canon of African writers. By reading selected novels and essays, students examine such issues as oral literary traditions, the struggle for economic independence, balanced relationships, writing as a form of ideological resistance, and more.
3 Lect Hrs, 3 Credits
Ms Brown

ENGL 360
Arthurian Literature (D*)
A study of the evolution of the Arthurian materials (from the twelfth century to the present); their origins in history, legend and myth, their emergence in the major twelfth century romance cycles, and their adaptations by later ages; the examination of recurring characters and motifs to discover how the Arthurian legend has been adapted to reflect the different aesthetic and social values of different historical periods.
3 Lect Hrs, 3 Credits
Distribution II Area: The Arts.
Ms McAlpine

ENGL 361
Modern and Contemporary Women Poets (B)
A study of the concerns, perspectives, and poetics of 20th-century women poets such as Brooks, Bishop, Levertov, Plath, Rich, Harjo, Oliver, and Grahn.
3 Lect Hrs, 3 Credits
Ms Annas

ENGL 362
Modern British Poetry (C)
British poetry from 1914 to present; poets of the First World War—Sassoon, Jones, Owen, Rosenberg, Flint, Read; poets of the thirties—Auden, Spender, MacNeice; poets writing from 1945 to the present MacDiarmid, Larkin, Ted Hughes, Jon Silkin, Geoffrey Hill, Michael Hamburger, and others.
3 Lect Hrs, 3 Credits
Staff

ENGL 363
Modern American Poetry (C)
American poetry from the beginning of the century to the end of World War II, focusing on the major works of Frost, Pound, Eliot, Williams, Stevens. Primary attention to the poems as formal works of art; secondary attention to historical, philosophical, and aesthetic contexts (e.g.: World War I, Einstein's relativity and existentialism, Kandinsky and abstract art). Close analysis of particular poems as successful works in their own right and as exemplars of a particular writer's thematic and stylistic concerns.
3 Lect Hrs, 3 Credits
Distribution II Area: The Arts.
Staff

ENGL 364
Contemporary American Poetry (C)
A comprehensive overview of living American poets, plus intensive readings in selected writers such as Ashbery, Levertov, Ginsberg, Lowell, Wilbur, Ammons, Baraka, Plath, Merwin, Duncan, and Rich.
Discussions of individual poets on their own merits and as exemplars of current poetic schools.
3 Lect Hrs, 3 Credits
Distribution II Area: The Arts.
Staff

ENGL 365
The British Novel and the Nineteenth Century (C)
A study of social, technological, and cultural changes in nineteenth-century Britain as reflected in the large-scale novel of social life that reached its peak of popularity as a literary form in several modes including historical fiction, romance, and realism. Novels by such authors as Scott, Austen, the Brontës, Thackeray, Dickens, Eliot, Gaskell, Hardy, Meredith, and Conrad.
3 Lect Hrs, 3 Credits
Ms Nixon, Ms Penner, Ms Smith

ENGL 366
Women and Men in Nineteenth Century Literature (D)
A study of men and women and their relationships in nineteenth century literature, mainly British, with special emphasis on the issues of masculine and feminine sexual identity and sexual stereotypes, and the social position of men and women as these are treated in popular culture and in serious literary works.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Goleman, Ms Penner

ENGL 367
Modern British Fiction (C)
A survey of the novel in Britain from the end of the Victorian years (with Hardy and Conrad) through the first half of the twentieth century, emphasizing Lawrence, Woolf,

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and Forster, and including as far as time permits later novelists such as Cary, Waugh, Greene, Murdoch, and Lessing.
3 Lect Hrs, 3 Credits
Mr Nelson, Mr Premnath

ENGL 368
Modern American Fiction (C)
A study of significant works of American fiction written in the first half of the 20th century. Major American modernists—such authors as James, Wharton, S Crane, Cather, Hughes, Fitzgerald, Hemingway, Hurston, and Faulkner—helped to define the "American century" and to demonstrate the sustained achievement of modern American fiction.
3 Lect Hrs, 3 Credits
Ms Klimasmith, Ms Mansfield, Mr O'Connell, Ms Srikanth

ENGL 369
Contemporary American Fiction (C)
A study of significant works of American fiction written since 1950. These works, in form and substance, reflect America's debate between those who see "good in the old ways" and those who try to "make it new." Emphasis upon the variety of fictional voices and identities in works by authors such as Banks, Carver, Ellison, Morrison, and Updike.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk

ENGL 370
Gay and Lesbian Literature (D)
The study of selected works of Western gay and lesbian literature, and discussion of themes and issues these works suggest. Varying by semester, text will range from a selective historical overview to a 20th-century emphasis. Representative authors include Sappho, Plato, Shakespeare, Whitman, and Wilde, as well as the 20th century's Forster, Woolf, Barnes, Genet, Baldwin, Lorde, and contemporary writers. *Diversity Area: International.*
3 Lect Hrs, 3 Credits
Ms Dittmar

ENGL 371
The Adolescent in Literature (D)
An examination of works featuring adolescents as protagonists, with attention to why American literature in particular has celebrated the adolescent (and pre-adolescent) experience. Consideration of assumptions held about adolescence, about authorial intention, about literary analysis, and about education. Authors may include Twain, Salinger, Updike, Eugenides, Angelou, Baldwin, Bambara, Morrison, and Allison.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Nelson

ENGL L372 (AMST L372)
American Women Writers and American Culture (D)
This course examines the significant contribution that women writers have made to the creation and development of an American national literature and culture. Points of emphasis include studying representative writers from different historical periods; examining the structures, forms, themes, concerns, and cultural contexts of individual works; and examining the relation of women's writing to American culture.
3 Lect Hrs, 3 Credits
Ms Klimasmith, Ms Post

ENGL 373
Literature of the Working Class (D)
This course studies literature which takes the working class as its subject. It examines questions such as the following: how is the literary work affected by the relationship of the author to the working class? What have been the traditional literary forms for treating working class subjects and what is their effectiveness? What are the consequences of politics or ideology in literary works? *Diversity Area: United States Distribution II Area: The Arts.*
3 Lect Hrs, 3 Credits
Ms Annas

ENGL 374
Literature and Society, 1760-1850 (D*)
A study of how popular culture reflected broad social and cultural changes in Britain. Emphasis given to expanding empire, technological advances, and increasing urbanization, which created a rapidly modernizing culture with changing class structures and literary audiences. Attention to how authors from Burns to the Brontës engaged and theorized the resulting pressures.
3 Lect Hrs, 3 Credits
Ms Fay

ENGL 376
Literature and the Political Imagination (D)
The course studies ways authors use imaginative literature to respond to political situations and to voice moral and political beliefs. It probes such themes as war and conquest, wealth, race, sex, but its main emphasis is on language and organization and this emphasis requires close analysis of style and structure. Authors may include Dickens, Forster, and Conrad, Dos Passos, Hansberry, Baraka, and Malraux, Brecht, and Silone.
3 Lect Hrs, 3 Credits
Ms Dittmar, Mr Premnath, Mr Stoehr

ENGL L377 (AMST L377)
Irish-American Literature and Culture (D)
Studies in Irish-American culture during that century between the great famine and the Kennedy Presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; drama: O'Neill.
3 Lect Hrs, 3 Credits
Mr O'Connell

ENGL 379
Selected Topics in English and American Literature I
Various courses in literature and related fields are offered experimentally, once or twice, under this heading. Topics are announced each semester during pre- registration. Recent topics have included literary journalism, Native American literature, and transatlantic Romanticism.
3 Lect Hrs, 3 Credits

ENGL 380
Selected Topics in English and American Literature II
See ENGL 379.

Authors

ENGL 381
Chaucer (E*)
A study of the *Canterbury Tales* and, time permitting, some of Chaucer's other works in the original Middle English. No prior knowledge of Chaucer, the period (the later fourteenth century), or Middle English is required. Taped readings aid in learning the language. Discussion emphasizes how the works reflect the medieval period and how Chaucer draws readers of all periods into intellectual and moral pilgrimages of their own.
3 Lect Hrs, 3 Credits
Ms McAlpine, Ms Shaner

ENGL 382
Shakespeare (Early) (E*)
Shakespeare's comedies, history plays, and early tragedies largely from the first half of Shakespeare's career. The course emphasizes critical interpretations of individual plays but it attempts as well to review Shakespeare's dramatic art in general, theater history and conventions, theory of comedy and theory of tragedy, the language of verse drama, and the development of the history play.
3 Lect Hrs, 3 Credits
Mr Smith, Mr Tobin

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ENGL 383
Shakespeare (Later) (E*)
Shakespeare's problem plays, major tragedies and late romances. The course emphasizes critical interpretations of individual plays, and it assumes that students will have had some experience of Shakespearean plays, such as those in ENGL 382. But this course may be elected without such experience.
3 Lect Hrs, 3 Credits
Mr Smith, Mr Tobin

ENGL 385
Milton (E*)
Reading and discussion of John Milton's English poetry and some of his prose: early lyrics; the tragedy *Samson Agonistes*; the epics *Paradise Lost* and *Paradise Regained*. Attention to modern debates about structure and style and to the relation between Milton's politics and his poetry.
3 Lect Hrs, 3 Credits
Mr Tobin

ENGL 387
Dickens (E)
A study of Charles Dickens' novels and the wonderful fictive world he created; his life and times; the tradition he shared in and changed. Emphasis on five novels, such as *The Old Curiosity Shop*, *Oliver Twist*, *Martin Chuzzlewit*, *Dombey and Son*, and *Our Mutual Friend*.
3 Lect Hrs, 3 Credits
Staff

ENGL 388
Twain (E)
A study of the major works of Mark Twain—fictional and nonfictional—within the contexts of his life, the literary and folk traditions of his art, the political, social and cultural ferment of his times.
3 Lect Hrs, 3 Credits
Ms Rudnick

ENGL 389
Walt Whitman and the Creation of American Poetry (E)
This course studies Whitman's major poetry and prose in depth. It seeks to establish the literary, cultural, and historical background of Whitman's work; to show how his work contributed significantly to the revolution in American poetry that led to the accomplishments of twentieth century American poetry; and to demonstrate his influence on twentieth century world literature.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

ENGL 390
Henry James (E)
A study of James' major writings, with special attention given to his aesthetic and cultural development.
3 Lect Hrs, 3 Credits
Ms Goleman, Mr O'Connell

ENGL 391
Joyce (E)
A study of the cyclical nature of the works of James Joyce: *Dubliners*, *Portrait of the Artist as a Young Man*, *Ulysses*, and parts of Finnegan's Wake. Emphasis, however, is on the close critical reading of *Ulysses*.
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 392
Yeats (E)
Yeats' development as a poet, from his early pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 393
Faulkner (E)
An intensive reading of seven of the novels set in Faulkner's mythical Yoknapatawpha County, considering each work as a novel in its own right but also as a part of what Malcolm Cowley has called "the whole interconnected pattern" of Faulkner's Yoknapatawpha fiction.
3 Lect Hrs, 3 Credits
Ms Srikanth

ENGL 394
Comparative Readings in Two Novelists (E)
Comparative study of the fiction of major English and American novelists whose works have social and thematic affinities or present interesting problems of contrast. Novelists—such as Fitzgerald and Hemingway, Austen and Eliot, HG Wells and JRR Tolkien, Nadine Gordimer and Salman Rushdie—vary from year to year.
3 Lect Hrs, 3 Credits
Mr Crossley, Ms Penner, Ms Srikanth, Mr Stoehr

Literary Periods

ENGL 401
The Medieval Period (D*)
Lyrics, romances, mystery plays, allegories of English literature in the period before the sixteenth century. Old and Middle English writers, including Chaucer, Langland, and the Pearl Poet; stories of King Arthur and his knights.
3 Lect Hrs, 3 Credits
Ms McAlpine, Ms Shaner

ENGL 402
The Renaissance in England (D*)
Major work of the English Renaissance (early sixteenth through early seventeenth centuries), in poetry and prose. Authors such as Thomas More, Christopher Marlowe, Edmund Spenser, Shakespeare, Ben Jonson, John Donne, and Milton. Reading in Renaissance criticism.
3 Lect Hrs, 3 Credits
Mr Tobin

ENGL 403
The Neo-Classical Period (D*)
The art and ideas, in poetry and prose, of such writers as John Dryden, Jonathan Swift, Alexander Pope, the early novelists Defoe and Fielding, Samuel Johnson, and Edmund Burke. A study of the chief social and philosophical currents of the period 1660 (the Restoration) to the later eighteenth century.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 405
British Romanticism (D*)
A study of literature as a reflection of social and cultural change occurring in the revolutionary age (1780s to 1830s). Attention to how notions of "nature," "genius," and the "imagination" created political changes and altered conceptions of how history was understood. Works by authors such as Wordsworth, Coleridge, Blake, Godwin, Hays, Wollstonecraft, Scott, Byron, Austen, PB Shelley, M Shelley, and Keats.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Smith

ENGL 406
The Victorian Age (D)
A study of social, technological, spiritual, and cultural changes in Victorian England (1830s to 1880s) as reflected in tensions—between community and individualism, tradition and progress, belief and doubt, utility and feeling—in works by such writers as Carlyle, Mill, Browning, Barrett Browning, Macaulay, Dickens, Tennyson, Arnold, Ruskin, and Pater. Consideration is given to music and visual arts.
3 Lect Hrs, 3 Credits
Ms Penner, Ms Smith

ENGL 407
Colonial American Literature (D*)
Study of the important literary texts of the seventeenth and eighteenth centuries crucial for an understanding of later American culture and literature. Works in poetry and prose, fiction and non-fiction by authors such as Bradstreet, Taylor, Edwards, Franklin, Wheatley, Equaiano Oloudah,

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Crevecoeur, Jefferson, Freneau, and Charles Brockden Brown.
3 Lect Hrs, 3 Credits
Ms Post

ENGL 408
American Romanticism (D)
A study of literature as a reflection of social and cultural changes occurring from the 1830s through the 1860s. Attention to both the most famous traditional "romantics" (Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman) and to the important "minority" writers whose works, published in the same period, helped to change the tradition (Fuller, Douglass, Truth, Stowe, Jacobs, and others).
3 Lect Hrs, 3 Credits
Ms Post, Mr Stoehr

ENGL 409
Rise of American Realism (D)
A study of the tradition of realism in American writing, from the age of Whitman to 1925. Primary focus on the post-Civil War period, the Gilded Age, when realistic and naturalistic works replaced the romance as the dominant American mode of literary expression. Whitman, Twain, James, Howells, Crane, Chesnutt, Dreiser, Jewett, Wharton, and others sought to reflect a transformed America, as fact and symbol, in their works. These and other writers helped to confirm and create a new American reality.
3 Lect Hrs, 3 Credits
Ms Klimasmith, Mr O'Connell

ENGL 410
The Modern Period (D)
A study of the phenomenon of "modernism" in, roughly, the first half of the twentieth century in Britain and America. Reading and discussion of such writers as Yeats, Joyce, Lawrence, Woolf, Eliot, Hemingway, Pound, and Faulkner.
3 Lect Hrs, 3 Credits
Ms Annas, Ms Brown, Ms Klimasmith, Mr Premnath

Regional, Irish, and World Literature

ENGL 415
Irish Literature (D)
A close study of Yeats, Synge, O'Casey, Joyce and other writers of the modern Irish renaissance. The backgrounds of Irish history and literature relative to the above writers are also studied.
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 416
Early Irish Literature (D*)
The matter of this course is the mythological and heroic narrative literature of medieval Ireland and Wales; particular attention is given to the cultural context out of which it comes and within which it must be interpreted. Although this literature was written, or written down, by men whose religion and much of whose culture derived from Rome, most of it was not essentially either Latin or Christian in spirit. It was shaped and driven by the continuing force of the Celtic tradition—pagan, archaic, and stubbornly vital. Works include the Irish epic *Tain Bo Cuailng*e and the *Mabinogian* (Welsh).
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 419
Recent Irish Writing (D)
A study of Irish literature after the age of Yeats and Joyce, the course examines invention, adaptation, and development, in the major genres, of Irish writing during decades of economic depression, cultural isolation, war, and renewed sectional and international tensions. Emphasis is given to the re-emergence of Irish writings, particularly in the achievements of the Ulster poets, in our own day. "If you would know Ireland," advised Yeats, "body and soul—you must read its poems and stories."
3 Lect Hrs, 3 Credits
Mr O'Connell

ENGL 425
The Irish Short Story (C)
After an introductory consideration of the oral tradition of Irish storytelling, this course traces the thematic concerns and technical developments of the Irish short story from 1830 to the present. It focuses especially on the most noted twentieth century practitioners of the short story in Ireland—O'Connor, O'Faolain, and O'Flaherty—but also gives close consideration to their precursors, their contemporaries, and their followers.
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 427
The Modern Irish Novel (C)
This course explores the interests and concerns of the modern Irish novel. Focusing on a variety of representative authors and texts, the course traces the thematic and technical developments of the Irish novel over the decades of the twentieth century. Novels are read with reference to their political, social, and cultural contexts.
3 Lect Hrs, 3 Credits
Mr O'Grady

Language and Critical Theory

ENGL 440
History of the English Language (B*)
Where did English come from? How have historical events influenced change in the language? Should change today be resisted or accepted? Who or what determines what is "correct"? Participants learn how to analyze and transcribe speech sounds, use traditional grammar to understand grammatical change, and work with specialized dictionaries that help in analyzing short texts from various periods of English.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Mansfield

ENGL 442
Contemporary English (B)
A look at the structure and the social dynamics at work in the English language today, chiefly in America. Topics: competing grammars, speech in Massachusetts, effects of social stratification on language, regional and social dialect, language and gender, language and ethnicity, and changes in meaning.
3 Lect Hrs, 3 Credits
Mr Bruss, Mr Smith

ENGL 443
Language and Literature (B)
An exploration of literary meaning and the character of language as a symbolic form. Special emphasis on the structure of metaphor and consideration of psychological and philosophical aspects of language: basic conceptions of meaning; theories of the origin of speech; problems of intention, expression, and interpretation; background of modern theories of grammar, semantics, and semiotics.
Prerequisite: ENGL 240.
3 Lect Hrs, 3 Credits
Mr Bruss

ENGL 444
Introduction to Stylistics (B)
The application of linguistics and the philosophy of language to literature. An introduction to areas of language study (historical, structural, transformational, and semiotic, for example), and an application of these theories to the study of drama, poetry, and the novel.
Prerequisite: ENGL 240.
3 Lect Hrs, 3 Credits
Mr Bruss

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ENGL 446
Poetry and Poetics (B*)
Reading of several groups of poems, old and recent, in order to learn as much as possible about what poetry is and does. The readings illustrate, successively: 1) the nature of poetry; 2) prosody; 3) verse forms; 4) the language of verse. The course assumes no prior knowledge of poetics.
3 Lect Hrs, 3 Credits
Mr Schwartz

ENGL 447
Principles and Methods of Literary Criticism (B)
The leading principles and methods of Western literary criticism, considered in their historical contexts. The course explores and defines major issues in literary study by close examination of major critical writings from Aristotle to modern times. No prior knowledge of criticism is necessary.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Penner

ENGL 448
Perspectives on Literacy (B)
A study of the theories of literacy, in its relation to human thinking and to social uses and contexts; and of the practice of literacy, in the teaching, learning, and use of literate behaviors in contemporary American society. The course links the active investigation of literacy issues with related readings, and draws implications for the teaching of reading and writing and for the study of literature.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Kutz

Independent Studies, Undergraduate Colloquium

ENGL 455
Independent Study I
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with director of the major.
Prerequisite: Permission of instructor and Department Chairperson.
Hrs by arrangement, 3 Credits

ENGL 456
Independent Study II
See ENGL 455.

ENGL 457
Undergraduate English Colloquium
Presents students with a series of guest lectures, film and dramatic presentations, field trips, workshops, and organized discussions. To receive a grade, students must attend at least eight events and write critical reviews for each event attended. Each semester two to three faculty members will organize and run the series, and evaluate student reviews.
Prerequisite: ENGL 200 or 201 or 206.
1 1/2 Lect Hrs, 1 credit
Mr O'Grady and Staff

ENGL 459
Seminar for Tutors (B)
Readings, writings and discussion on the theoretical and practical issues one encounters in working as a composition tutor. A nucleus of presentations, lectures, workshops and readings covering the transactional and substantive aspects of teaching writing, particularly remediation, from a peer position. All elements of the course combine to provide an intellectual framework for reflection, articulation, and synthesis of what is learned in the work experience of the tutor.
Prerequisite: Completion of English requirement and permission of instructors (based on writing samples, faculty recommendations and interviews).
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Smith, Ms Zamel

Capstone Courses

ENGL 462
Advanced Studies in Poetry (C)
Studies in various trends and periods of poetry for advanced students; intensive studies in one or two major poets. Topics vary from year to year.
3 Lect Hrs, 3 Credits
Mr O'Grady, Mr Schwartz

ENGL 464
Advanced Studies in Language and Literary Theory (B)
This course offers students interested in language or literary theory an opportunity to do advanced work in subjects which vary from semester to semester. Possible subjects include: theories of discourse, varieties of present day English, the linguistic structures of poetry, and advanced stylistics.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Penner

ENGL L470 (AMST L470)
New England Literature and Culture (D*)
A study of the New England literary tradition from about 1850 to the near present. How have writers and critics contested their differing versions of native grounds and reinvented the New England idea in their works? Consideration of such topics as Native American culture, Puritanism and Transcendentalism, slavery and Abolitionism, immigration and ethnicity, nationalism and regionalism, industrialization, and popular culture.
Prerequisites: ENGL 200, 201, or 206.
3 Lect Hrs, 3 Credits
Mr O'Connell, Ms Post, Ms Rudnick

ENGL L471 (AMST L471)
The City in American Literature and Culture (D)
A study of physical, social, and cultural aspects of the American city, as reflected and constructed in architecture, the arts (literature, film, music, visual arts), and theory. The course focuses on four historical periods: the mid-19th century, the turn of the century, the mid-20th century, and the present; and includes a capstone research project.
3 Lect Hrs, 3 Credits
Ms Klimasmith, Mr O'Connell

ENGL 475
English Internship
Through this course students who have made arrangements for suitable internships involving a substantial amount of writing may receive academic credit for their work. At intervals of approximately two weeks, each student is expected to meet with the Internship Director to submit copies of written materials he or she has produced as part of the job requirements. This written work should be accompanied by a breakdown of the steps involved in each assignment and the time spent on each task, an explanation of the extent of the intern's contribution to each piece of writing submitted, and (when appropriate) a brief analysis of what he or she has learned in the process of working on the assignment. For application forms and full information about requirements, see the director of internships. All applications for internship credit must be approved by the director before the end of the first week of classes. Since the course fills quickly, students are encouraged to apply during advanced registration in order to be assured that they may receive credit for their internships.
Mr Bruss, Ms Mansfield

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ENGL 476
Technical Writing Internship (A)
A seminar for students assigned to internships for the completion of their work in the Program in Technical Writing (Computer Science). It deals with issues interns face as they adapt writing and computer training to actual technical writing assignments. Speakers from the faculty and from the technical writing profession will attend. There are assigned readings and regular reports on progress in the internship. The seminar meets for two hours every other week, and the internship placement requires at least ten hours per week in a technical writing concern. Three hours of credit (pass-fail) is awarded for the combination seminar and placement.
Hrs by arrangement, 3 Credits
Mr Bruss, Ms Mansfield

ENGL 496
Creative Writing Honors I (A)
A creative writing workshop for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing. A one-semester course (in the fall), to be followed by one semester of independent work with an advisor.
Prerequisite: Acceptance into the Honors Program.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk, Mr Schwartz, and Staff

ENGL 497
Creative Writing Honors II (A)
Independent study in creative writing for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing and who have completed English 496 with a grade of B or better.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk, Mr Schwartz, and Staff

ENGL 498
Honors Seminar (B)
A course open to and required of all students doing honors work in English. The course consists of an introduction to research methods, a survey of critical methods (with the end of helping the honors student choose an approach for the writing of the thesis), and the reading of all primary and some secondary materials preparatory to writing the thesis.
Prerequisite: Acceptance into the Honors Program.
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 499
Honors Work
A continuation of ENGL 498, in which the honors student works individually with a faculty advisor on the writing of the honors thesis. The student receives a grade for each semester of work but honors in English will be awarded only to those students who have written a thesis of high distinction (as judged by the Honors Committee).
Prerequisite: ENGL 498.
3 Lect Hrs, 3 Credits
Staff

ENGLISH AS A SECOND LANGUAGE CENTER

Faculty

Vivian Zamel, Professor and Director; Polly Welsh, Assistant Director

The Center

The ESL Center offers intensive course work in English for students whose native language is not English. These courses focus on listening and speaking, reading, grammar, and writing, and are designed to help prepare ESL students for university-level study. In addition, the center helps advise students and provides other university-related assistance. Students are placed into ESL Center courses after taking a diagnostic test and consulting with an ESL advisor.

While all ESL courses carry credit during the semester they are taken, only ESL 100D carries credit toward graduation.

Courses

ESL 100A
Speaking and Listening I
This course focuses on developing speaking and listening skills that will help students function in their other academic course work. Students participate in small-group work, make oral presentations, and report on first-hand research projects.
4 Lect Hrs, 4 Credits

ESL 100B
Reading Comprehension for College-Level Texts I
This course, which focuses on developing reading comprehension skills for college-level reading, must be taken in conjunction with ESL 100C. Students are introduced to a range of texts and asked to develop and analyze their own reading strategies through class discussion and written responses to the texts they read.
Corequisite: ESL 100C.
4 Lect Hrs, 4 Credits

ESL 100C
Academic Writing I
This course, which focuses on critical thinking and the writing process, must be taken in conjunction with ESL 100B. It encourages the expression of ideas through class discussion and journals and introduces students to more formal academic writing. Students learn to write critically about reading, and to develop strategies of brainstorming, revision and organization. They are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100B.
4 Lect Hrs, 4 Credits

ESL 100D
Academic Writing II
Like ESL 100C, this course focuses on critical thinking and the writing process. But it builds on and extends this work by the assignment of longer essays that require students to analyze and synthesize the readings. Students are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100E.
4 Lect Hrs, 4 Credits

ESL 100E
Reading Comprehension for College-Level Texts II
Building on strategies learned in 100B, this course focuses on developing facility with longer, and more complex academic readings.
Corequisite: ESL 100D.
4 Lect Hrs, 4 Credits

ESL 100F
Speaking and Listening II
This course focuses on developing speaking and listening proficiency in academic study. Students are given practice with academic lectures, note-taking, and oral presentations.
Prerequisite: ESL 100A or Placement.
4 Lect Hrs, 4 Credits

EUROPEAN STUDIES PROGRAM

The dissolution of the Eastern Bloc and the increasing integration and economic importance of the European Community have heightened interest in Europe, a region that includes many of America's major trading partners and political allies. The Program in European Studies is an interdisciplinary program of study for students interested in the history, economics, politics, and culture of modern Europe—from the British Isles to the eastern edges of Russia. Concentrating on contemporary Europe, courses selected from an approved list of offerings explore the peoples, cultures, institutions, ideals, and achievements of the diverse countries that form modern Europe.

Requirements and Recommendations

Students in good academic standing may apply to the program in their sophomore year, regardless of their major, and are required to complete the following program of course work:

- Europe Today (European Studies L200/Modern Languages L200), to be taken as a first course.
- Four electives chosen from a list approved by the program director, one of which must be at the 300 level or above. To ensure breadth, two of the four courses must be in the area of literature, culture, and art, and two in the social sciences, including politics, business, and economics.
- Topics in European Studies (European Studies 390), a senior seminar organized around a theme of special interest to the faculty or students.

Students must also have an advanced beginner proficiency in one European language (in addition to their native language) upon completion of the program. Proficiency will be determined according to guidelines set by the American Council on the Teaching of Foreign Languages.

For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion. An accredited internship or study abroad program is recommended as a way to provide students with a perspective on the many facets of the European experience. Students in the Program in European Studies may opt to take one of the currently available University of Massachusetts Study Abroad Programs in France, Italy, Germany, or Russia, or any other program approved by the program director.

The Program in European Studies sponsors a European Lecture Series featuring European scholars, politicians, and business people.

It also has a European Scholar in Residence Program, which invites European scholars to the University to lecture, teach, and take part in course work and research seminars.

Courses Relevant to the Program

- ART 316 (Painting 1780-1850)
- ART 317 (Painting 1850-1900)
- ECON 208 (History of Economic Thought)
- HIST 311 (Europe in the Age of Enlightenment)
- HIST 313 (19th Century Europe)
- HIST 315 (Europe, 1900-1945)
- HIST 316 (Europe since 1945)
- HIST 480 (Seminar in European History)
- HUMAN C271 (Literature of the Holocaust)
- HUMAN 254 (Romanticism and European Literature)
- MDNLNG 200 (Europe Today)
- MGT 435 (International Perspectives on Business and Government: Europe)
- MUSIC 203 (MUSIC History III)
- POLSCI 201 (Comparative Politics of Industrialized Societies)
- POLSCI 353 (European Political Development)
- POLSCI 354 (Postwar European Problems)
- POLSCI 361 (Politics of Eastern Europe)
- POLSCI 363 (Government & Politics in Present-Day Russia)
- POLSCI 435 (International Perspectives on Business and Government in Europe)
- THRART 218 (Modern European Drama)
- WOST/MDNLNG LC275 (Women in European Thought and Literature)

Courses

EURST L200 (MDNLNG L200)
Europe Today
An interdisciplinary introduction to major issues confronting contemporary Europe, the seminar covers the following topics: the European Community in historical perspective, physical and political geography, ethnic and religious diversity, new migration patterns, language barriers, diverse political and economic structures, current problems such as environment, integration of "East" Germany, racism and new nationalisms, and other emerging issues.
Prerequisite: Sophomore standing.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

EURST 390
Special Topics
Various specialized topics are offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

DEPARTMENT OF HISPANIC STUDIES

Faculty

Clara Estow, Professor and Chair; Professor Esther Torrego; Associate Professors Reyes Coll-Tellechea, Theresa Mortimer; Assistant Professors Ann Blum, Seth Minkoff, Marta Sierra; Instructors Jason Cortés, Susan Mraz; Lecturers Aida Belansky, Jean-Philippe Belleau, Juliana Bertes, Charles Dietrick, Marcilio Farias, Bettina Iffland; Language Coordinator Susan Mraz

The Department

The Hispanic Studies Department offers multidisciplinary courses in Spanish and Portuguese, in the languages, histories, literatures and cultures of Spain, Portugal, and Latin America. The department provides opportunities for students to major or minor in Spanish (or for non-majors to acquire proficiency in the language), to receive a certificate in Spanish-English translation, to meet the content area requirements to be certified to teach Spanish in Massachusetts, to study the Portuguese language, or to carry out a program in Latin American Studies.

The major consists of a strong and varied program in the languages, histories and cultures of Spain and Latin America. Majors may begin this study with survey courses in Spanish and Spanish-American literature and civilization and proceed to a more detailed exploration of selected areas. The department's Portuguese language courses range from beginning to advanced levels; its courses in Luso-Brazilian culture and civilization include offerings conducted in Portuguese and in English. The interdisciplinary and broadly-based Latin American Studies Program provides a broad selection of courses in the arts, humanities, and social sciences. For a detailed description, see the Latin American Studies Program section of this publication.

Requirements

The Spanish Major

The major in Spanish has the following requirements as of September 2004:

A minimum of 10 advanced courses (30 credits), including the following:

I. One advanced language course above 301.

II. Two survey courses: one of Spanish literature or civilization, and one of Spanish-American literature or civilization. A student may take one course in literature and one in civilization, both courses in literature, or both courses in civilization, so long as one focuses on Spain and one on Spanish America. Among these courses are SPAN 351 (Survey of Spanish Literature: from its origins to the present), SPAN 352 (Survey of Spanish-American Literature: from its origins to the present), SPAN 360 (Spanish Civilization), and SPAN 361 (Spanish-American Civilization).

III. The remaining seven courses must be selected from one of the following options:
   A. Specialization in language: five advanced language courses (300-400 level); one course in Spanish literature or civilization; one course in Spanish-Americanliterature or civilization.
   B. Specialization in literature: two courses in Spanish literature; two courses in Spanish-American literature; three elective courses, one of which must be in literature.

For the purposes of the major requirement, all upper-level literature courses are considered either as "Spanish" or "Spanish-American." Those not specifically identified as one or the other will be classified according to their content in any given semester, and some courses may count in both categories.

All 300- and 400-level courses are conducted in Spanish. In general, advanced courses are offered in alternate years.

Spanish majors who are also participating in the Teacher Education Program, the Latin American Studies Program, or the Undergraduate Linguistics Program may, with departmental approval, make the following substitutions for upper-level electives:

- The teaching practicum may replace two advanced language courses.
- Two Latin American studies courses may replace Spanish-American literature or civilization courses.
- Two linguistics courses may replace advanced language courses.

Students participating in the departmental translation program may count three credits earned in each course (SPAN 408, 409, 410) toward fulfilling major requirements.

Pass/Fail Option

No courses may be taken for the major on a pass/fail basis.

Transfer Credit Policy

A maximum of five courses (15 credits) may be accepted for the Spanish major.

The Spanish Minor

The minor in Spanish has the following requirements as of September 2004:

I. Intermediate proficiency (SPAN 201-202 or equivalent).

II. Five advanced courses, to be from those specified in the following three categories. At least three of these courses must be taken at UMass Boston.
   - SPAN 301 (Advanced Reading, Writing and Speaking) or SPAN 304 (Spanish for Majors and Minors);
   - SPAN 351 (Survey of Spanish Literature) and SPAN 352 (Survey of Spanish-American Literature), or SPAN 360 (Spanish Civilization) and SPAN 361 (Spanish-American Civilization);
   - Two advanced courses in language, civilization or literature.

All minors must take at least three of these five required courses at UMass Boston.

Pass/Fail Option

One course may be taken for the minor on a pass/fail basis.

Honors

To graduate with departmental honors, the Spanish major must:

- attain at least a 3.5 grade point average in major courses and a 3.0 cumulative grade point average;
- write an honors thesis under the supervision of a teaching member of the department; and
- make an oral defense of the thesis in which the candidate will be asked questions in the general area of his/her written work. The honors thesis and oral defense will be evaluated by a departmental Honors Committee.

The Program in Translation

A certificate program in Spanish-English translation is equal to four full courses (12 credits). To receive the certification, students must pass a comprehensive examination in translation given by a departmental panel to those who have successfully completed the course work. Six of these twelve credits (three from each summer session) may be used as part of the requirements for the major. The program is also open to non-degree-seeking students.

Department of Hispanic Studies

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "PORT L375 (LATAM L375)," which is cross-listed with the Program in Latin American Studies.

Spanish Courses

SPAN G120
Travel Narratives: Latin America

SPAN G125
Understanding Language

SPAN G160
Exile: The Latin American Experience

SPAN G200
Boston Speaks

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

SPAN 101
Elementary Spanish I
Designed for students with little or no background in the Spanish language. SPAN 101 focuses on the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Students may not take both SPAN 101 and 105.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

SPAN 102
Elementary Spanish II
A continuation of SPAN 101. SPAN 102 focuses on furthering the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Students may not take both SPAN 102 and 106.
Prerequisite: SPAN 101 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

SPAN 103
Intensive Elementary Spanish
An intensive study of the four language skills for those who wish to do a full year of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
8 Lect Hrs, 6 Lab Hrs, 8 Credits

SPAN 105
Basic Spanish for Communication I
A practical approach to the study of the Spanish language: carefully sequenced grammar within a communicative and cultural framework.
Students may not take both SPAN 101 and 105.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

SPAN 106
Basic Spanish for Communication II
A continuation of SPAN 105.
Note: Students may not take both SPAN 102 and 106.
Prerequisite: SPAN 101 or 105.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

SPAN 107
Basic Spanish for Communication
An intensive course designed to approach the language from a practical point of view. Basic grammar is studied in the context of the material presented. This material focuses on vocabulary in three different areas: business and finance, medical and hospital terminology and oral communication in general. The course covers material equivalent to two semesters of Spanish with practice in the four language skills, understanding, reading, writing, and speaking.
Students may not take both 107 and 105-106.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
6 Lect Hrs, 6 Credits

SPAN 201
Intermediate Spanish I
This course is designed for students who have completed one year of Spanish at the university level. SPAN 201 is dedicated to develop oral and written proficiency through lectures, conversations, compositions and the practical application of grammar. This course is taught primarily in Spanish.
Prerequisite: SPAN 102 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 1 Lab Hr. 3 Credits

SPAN 202
Intermediate Spanish II
A continuation of SPAN 201. SPAN 202 is dedicated to further develop oral and written proficiency through lectures, conversations, compositions and the practical application of grammar. This course is taught primarily in Spanish.
Prerequisite: SPAN 201 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect, 1 Lab Hr, 3 Credits

SPAN 205
Intensive Intermediate Spanish
A continuation of SPAN 103 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed SPAN 103 will have priority, but the course may be taken by anyone eligible for SPAN 205 if there is room.
Prerequisite: SPAN 102 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
6 Lect Hrs, 2 Lab Hrs, 6 Credits

SPAN 230 (New title and number as of September 2004)
Intermediate Composition and Conversation
Designed to provide practical training in oral and written expression to students with intermediate proficiency in Spanish. Recommended to students who wish to practice and improve their ability to communicate in Spanish. Weekly themes and frequent oral reports. Not open to students whose first language is Spanish. (Taught every semester.)
Prerequisite: SPAN 202 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 261
Modern Latin American Literature in Translation
Works of some of the outstanding Latin-American writers of the nineteenth and twentieth centuries. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

SPAN 262
Hispanic Masterpieces in Translation
Major literary works of Spain and Spanish America. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

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SPAN 263
Hispanic Masterpieces in Translation
A continuation of SPAN 262. Major literary works of Spain and Spanish America. No Spanish major credit. No knowledge of Spanish required. Fulfills a requirement for Latin American Studies Program.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

SPAN 265
Latin America: Literature and Revolutions
Through the study of representative works, from the Conquest to the present, this course surveys the major cultural and social revolutions that have shaped Latin America. By presenting both a formal analysis of the work and a view of the context in which it was produced, the course gives the student a picture of Latin American culture and society.
Prerequisite: Permission of instructor.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

SPAN 267
The Spanish Character as Portrayed in Literature
Through translations of literary works from Spain and Latin America students explore topics such as don Juanism and other forms of machismo, the Spanish point of honor, caciquism, personal and political extremism, anti-materialism, and other psychological and social characteristics associated with the Spanish-speaking world and its peoples.
Prerequisite: Sophomore standing.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

SPAN Z280
Spanish Grammar for Native Speakers of Spanish
This course addresses the Spanish language needs of bicultural students who have never studied Spanish. The course provides students with the fundamentals of grammar and Spanish grammar. Special attention is given to morphology and comparative syntax. Course does not count toward the Spanish major/minor.
Prerequisite: Permission of instructor.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 281 (SPAN 230 as of September 2004)
Composition and Conversation
Designed to provide practical training in oral and written expression to students with intermediate proficiency in Spanish. Recommended to students who wish to practice and improve their ability to communicate in Spanish. Weekly themes and frequent oral reports. Not open to students whose first language is Spanish.
Prerequisite: SPAN 202 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN Z289
Composition for Native Speakers
This course is conducted as a workshop on expository writing for native speakers of Spanish and Spanish heritage students. Particular linguistic difficulties that native speakers encounter are addressed. Writing and research techniques, problems of style and correctness are the main issues. As of September 2004 this course will not count toward the major/minor.
Prerequisite: Permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 300
Spanish Pronunciation and Intonation
Designed to provide training in the pronunciation, enunciation and intonation of Spanish. Intensive practice in the classroom and the language laboratory based on selected literary texts.
Distribution II Area: World Languages.
1 Lect Hr, 1 Lab Hr, 1 Credit

SPAN 301
Advanced Reading, Writing, and Speaking
Course designed to help improve reading, writing and oral skills in Spanish. Individual reports on current events and class discussion of contemporary literature and films are used to develop oral skills. Practice in reading skills includes analysis of short stories, plays, poems, novels and newspaper articles. Written expression is strengthened through writing essays, journal entries and reviews. (Taught every semester.)
Prerequisite: SPAN 230 or Z289 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 304
Advanced Composition and Conversation (As of September 2004, Spanish for Majors and Minors)
This course prepares students to undertake advanced work in the Spanish major/minor. Its goal is to expand and refine reading comprehension, listening comprehension, and oral and written expression to prepare students to carry out all their academic work in Spanish. This class requires an original research project in Spanish. Open to native and non-native Spanish speakers.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 305
Problems of Syntax in Reading and Writing
This course provides an in-depth study of aspects of Spanish syntax (word order) and offers students analytical tools for the study of Spanish grammar. Topics include problems posed by word order, relative clauses, prepositional phrases, the reflexive, and object pronouns.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 312
Commercial Spanish
Advanced course in the language of Latin American and Spanish commerce including a legal terminology component. Vocabulary, idioms, proper usage, and exercises in the forms of resume writing, business correspondence, advertising, banking and finance, foreign trade and investments, commercial law, and an introduction to legal terminology for paralegal personnel. Open to students with a good command of oral and written Spanish.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 313
Spanish Phonology
A detailed study of the sound system of Spanish. Includes an overview of phonological theories as well as intensive practice in areas such as intonation and stress.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

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SPAN 314
Language Arts: How Spanish Works
This course offers a basic linguistic analysis of Spanish. Topics include the properties of Spanish sounds (phonology); the structure of Spanish words (morphology); and of Spanish phrases and sentences (syntax); mechanisms of interference from English for learners of Spanish; and historical and contemporary relationships between Spanish and other languages.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 315 (SPAN 374 after September 2004)
Readings in Hispanic Literature
Selected readings in Hispanic literature.
Prerequisite: SPAN 304 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 316
Advanced Spanish Grammar
This course helps students deepen their knowledge of Spanish grammar. Topics include a close examination of types of Spanish nouns, verbs, adjectives and adverbs; the Spanish subjunctive; the preterit vs the imperfect; *ser* vs *estar* and the formation of complex sentences.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 320
Spanish of the Americas
The Spanish language in the Americas comprises a vast and diverse array of speech variants. This course offers a survey of some of the principal Spanish variants and explores the interplay of some of the grammatical, social, and ethnic forces that have shaped them.
Fulfills a requirement for the Latin American Studies Concentration.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 323 (SPAN 369 after September 2004)
The Short Story in Spanish Literature
Historical development of the short story in Spanish literature from its origins to the present. Emphasis on nineteenth and twentieth centuries.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 324 (SPAN 370 after September 2004)
Women in Spanish Literature
An exploration of the role of women in the literature of the Spanish-speaking world. Topics include the social role of women, women writers, writing about women, and issues of gender, class and race in Hispanic literature.
Prerequisite: SPAN 304 or Z289, or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 325 (SPAN 371 after September 2004; Life and Literature in Nineteenth Century Spain)
Nineteenth Century Spanish Literature
This course explores the social conditions and the cultural production of nineteenth-century Spain. Topics include progress and tradition; city and country; the political role of the working class, and the social role of women in authors such as Galdós, Pardo Bazán, Becquer and Clarín.
Prerequisite: SPAN 304 or 351 or 360.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 326 (SPAN 372 after September 2004)
Twentieth Century Spanish Literature to 1939
A study of representative works in the novel, essay, poetry, theater, by Spanish writers from the Generation of '98 to the Civil War: Unamuno, Valle-Inclán, Azorín, Pío Baroja, Antonio Machado, Pèrez de Ayala, Gabriel Miró, Ortega y Gasset, Juan Ramón Jiménez, Jorge Guillén, Pedro Salinas, García Lorca, Alberti, and others.
Prerequisite: SPAN 351 or 360.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 327 (SPAN 373 after September 2004; Literature and Society in Contemporary Spain)
Spanish Literature from 1939 to the Present
This course examines the responses of Spanish writers such as Juan Goytisolo, Carme Riera and Manuel Rivas to events that shaped today's Spain. Topics discussed include the Spanish Civil War and its aftermath; the fascist dictatorship; the transition to democracy; pluralistic Spain and the literatures of Basque, Catalan and Galician-speaking Spain.
Prerequisite: SPAN 351 or 360.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 350
Literary Arts (Introduction to Literary Studies after September 2004)
This course studies connections between literature and culture in Spain and Latin America to introduce major aspects of literary history and basic concepts of literary theory. Assignments provide extensive practice in critical an analytical reading and writing.
Prerequisite: SPAN 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 351
Survey of Spanish Literature (History of Spanish Literature after September 2004)
An introductory course focusing on the history of Spanish literature from the Middle Ages to the present. Representative works in all major literary genres will provide students with an isnght into Spanish culture. (Taught every semester.)
Prerequisite: SPAN 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 352
History of Spanish-American Literature
A general introductory course on the history of Latin American literature from Pre-Columbian times to the present. Representative works in all major literary genres will provide students with an understanding of the various traditions that make up the culture of Spanish-speaking America.
Prerequisite: SPAN 304 permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

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SPAN 353
The Hispanic Character as Portrayed in Literature (Culture and Identity in Hispanic Literature after September 2004)
Readings in Spanish and Spanish-American literature examining the diverse representations of cultural and national identity in Spain and Spanish-speaking America and the figures that helped shape them.
Prerequisite: SPAN 304 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 360
Spanish Civilization
This course studies the development and construction of Spain from pre-Roman times to the present. The course examines topics such as religious and cultural diversity; dominant vs marginalized groups; centralization vs regional autonomy; and the ways in which these issues have manifested themselves through the ages.
Prerequisite: SPAN 304 or permission of instructor.
3 Lect Hrs, 3 Credits

SPAN 361
Spanish-American Civilization
Major aspects of the cultural evolution of the Spanish-American countries from pre-Hispanic days to the present.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 202 or equivalent.
3 Lect Hrs, 3 Credits

SPAN 362
Spanish-American Short Story
A survey of the development of the short story in Spanish-American literature with special attention to the most representative twentieth century short story writers.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 364
Spanish-American Essay
This course examines the essay in Spanish American literature and the genre's evolution from the nineteenth century to the present. Students will read essays and chronicles to analyze the role of this genre in promoting political and esthetic ideas.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 304 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 367
Literature of the Hispanic People in the US
This course examines how shifting cultural identities of Hispanic/Latino writers in the United States are represented in literature. Topics include migration as literary representation, the role of the media; gender tensions; translation in literature, and issues of national and racial origins.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 368
Nineteenth Century Spanish-American Literature
A study of the romantic and realistic literature of Spanish America with emphasis on the Gaucho literature.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 369 (after September 2004)
The Short Story in Spanish Literature
Historical development of the short story in Spanish literature from its origins to the present. Emphasis on nineteenth and twentieth centuries.
Prerequisite: SPAN 230 or Z289 or 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 370 (After September 2004)
Women in Spanish Literature
An exploration of the role of women in the literature of the Spanish-speaking world. Topics include the social role of women, women writers, writing about women, and issues of gender, class and race in Hispanic literature.
Prerequisite: SPAN 304 or Z289, or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 371 (After September 2004)
Life and Literature in Nineteenth Century Spain
This course explores the social conditions and the cultural production of nineteenth-century Spain. Topics include progress and tradition; city and country; the political role of the working class, and the social role of women in authors such as Galdós, Pardo Bazán, Becquer and Clarín.
Prerequisite: SPAN 304 or 351 or 360.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 372 (After September 2004)
Twentieth Century Spanish Literature to 1939
A study of representative works in the novel, essay, poetry, theater, by Spanish writers from the Generation of '98 to the Civil War: Unamuno, Valle-Inclán, Azorín, Pío Baroja, Antonio Machado, Pérez de Ayala, Gabriel Miró, Ortega y Gasset, Juan Ramón Jiménez, Jorge Guillén, Pedro Salinas, García Lorca, Alberti, and others.
Prerequisite: SPAN 351 or 360.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 373 (After September 2004)
Literature and Society in Contemporary Spain
This course examines the responses of Spanish writers such as Juan Goytisolo, Carme Riera and Manuel Rivas to events that shaped today's Spain. Topics discussed include the Spanish Civil War and its aftermath; the fascist dictatorship; the transition to democracy; pluralistic Spain and the literatures of Basque, Catalan and Galician-speaking Spain.
Prerequisite: SPAN 351 or 360.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 374 (After September 2004)
Readings in Hispanic Literature
Selected readings in Hispanic literature.
Prerequisite: SPAN 304 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 380
Topics in Hispanic Literature and Civilization
General topics in Spanish or Spanish American culture which can serve as a detailed introduction to a period, genre, or theme not generally covered in other departmental offerings.
Prerequisite: SPAN 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 385
Topics in Spanish Language
Selected topics to cover specific subjects not listed in the regular course offerings. Not restricted to its grammar, these may refer to the whole scope of the Spanish language, its history, semantics, phonetics and phonology, dialects, syntactic aspects, spoken Spanish, Spanish for such professions as medicine and law, Spanish spoken in the USA.
Prerequisite: SPAN 304 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

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SPAN 407
Rhetoric and Stylistics
A study of formal rhetoric and oral styles. Principles of argumentation. Intensive practice in formal written and oral styles, including debate.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 408
Advanced Techniques and Skills for Translation
Development of the basic techniques and skills needed for translation. Emphasis on translation into the native language with some practice in the opposite direction. Methods of contrastive linguistics to analyze pertinent aspects of language structure, involving syntax, vocabulary and style, are employed. Students are given ample opportunity to apply these techniques through a series of translation assignments, which form the basis for class discussion. (Taught every semester.)
Prerequisites: for English speakers—fluency or near fluency in Spanish; for Spanish speakers—fluency or near fluency in English; and permission of instructor.
Distribution II Area: World Languages.
6 Lect Hrs, 6 Credits

SPAN 409
Advanced Practice of Translation
Practice in translating a variety of genres and styles, both literary and non-literary. Students have the opportunity to analyze critically, and to resolve creatively, the problems involving such issues in translation as context, register, tone, and audience. Emphasis is on translating into the native language (English/Spanish), but considerable practice is given in the non-native language. (Taught every semester.)
Prerequisite: SPAN 408.
Distribution II Area: World Languages.
6 Lect Hrs, 6 Credits

SPAN 410
Advanced Oral Translation
Designed for fully bilingual Spanish/English speakers, this course trains students in techniques of consecutive and simultaneous interpretation and sight translation. Emphasis is given to accuracy, speed, delivery, command of professional lexicon, and awareness of the relationship between language and culture. (Taught every semester.)
Prerequisite: SPAN 408.
Distribution II Area: World Languages.
6 Lect Hrs, 6 Credits

SPAN 411
History of the Spanish Language
An overview of the major linguistic changes from Latin to modern Spanish with emphasis on the comparative study of Hispano-American Spanish and modern Castilian.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 412
Spanish Semantics: Words and their Meaning
This course is an introduction to the study of word meaning in Spanish. Topics include: the relationship between Spanish words and the combinations into which they enter; differences between book dictionaries and mental dictionaries; Spanish verb classes, and how meaning constrains syntax.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 420
Comparative Syntax: Spanish-English
The goal of this course is to learn Spanish syntax by looking at how Spanish grammar differs from English grammar. It surveys the main structures of Spanish grammar and compares them to corresponding structures in English. Topics covered include sequence of verbs, word order, temporal information, nominal expressions, and the use of prepositions.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 421
Medieval Iberia
An exploration of the social conditions and cultural production of Iberia to 1500. readings include *Poema de mio Cid*, Andalusi poetry, *Libro de Buen Amor, Travels of Benjamin of Tudela*, Alfonso X's *Cantigas, Tirant le Blanc*, and Sem Tob de Carrión.
Prerequisite: SPAN 351 or SPAN 360 or permission of insructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 424
Golden Age Theater
Outstanding dramatists of the sixteenth and seventeenth centuries: Lope de Vega, Mira de Amescua, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca.
Prerequisite: SPAN 351 or SPAN 360 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 427
The Generation of 1898
Literary and intellectual trends of the generation of 1898. Selected readings from Ganivet, Unamuno, Azorín, Baroja, Valle-Inclán, Machado, and others.
Prerequisite: SPAN 351 or SPAN 360 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 432
The World of Don Quixote
An in-depth analysis of Cervantes' masterpiece and the origins of the modern novel. Topics to be discussed include history and fiction, madness, utopia, and the social construction of reality.
Prerequisite: SPAN 351 or 360 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 433
Imperial Spain
An examination of Spanish society from the fifteenth to the seventeenth centuries and the ideologies and constitutions upon which the Spanish empire was built. Through readings on the picaresque, and authors such as Cervantes, Calderón, Lope de Vega and Gracián, this course will analyze topics like the end of Sepharad and al-Andalus, the Inquisition, America, and the Reformation and Counter-Reformation.
Prerequisite: SPAN 351 or SPAN 360 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 450
Major Writers in Hispanic Literature
A study of the works of one outstanding Spanish or Spanish-American author, chosen from such writers as Ana María Matute, Galdós, Unamuno, Darío, Neruda, García Márquez, and García Lorca.
Prerequisites: SPAN 351 or 360 and 352 or 361, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

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SPAN 452
The Practice of Autobiography in Spanish and Latin-American Culture
This course explores autobiographical practices in Spain and Latin America from the 16th to the 20th century, examining such questions as: How did individuals and communities construct images of themselves? What impelled people to write? What were the consequences? Through readings in autobiography, mediated autobiography, fictional autobiography, and testimony, the course analyzes intersections of literature and history.
Prerequisites: SPAN 351 or 360 and 352 or 361, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN L454 (LATAM L454)
Argentina
This course is a cultural interpretation of Argentina based primarily on historical, cultural and literary works. The aim is to explore the process of nation-building in the Latin American context. Topics include the role of the intellectual in political culture; gender and nation; literature and nationalism; media and politics, and the effects of globalization.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: Knowledge of Spanish and permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 461
Spanish-American Colonial Literature
A survey of the literature of the Spanish colonies, focusing on its outstanding figures—Inca Garcilaso, Sor Juana Inés de la Cruz—as well as the literature of the Independence Movement.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 352 or 361 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 462
Contemporary Spanish-American Poetry
A study of contemporary Spanish-American poetry starting with the Modernist movement and following its evolution through the avant-garde, surrealism, feminist, and black poetry up to the present. Authors included are Silva, Martí, Rubén Darío, Lugones, Vallejo, Neruda, Paz, Guillén, Palés Matos, Mistral, Agustini, Ibarbourou, Borges.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 352 or 361 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 467
Contemporary Spanish-American Fiction
This course examines the changing directions in Spanish American fiction from 1910 to the present, with special attention to the criollista novel, novels of the Mexican Revolution, vanguardist fictions, literature of the "boom" and post-modern works. Topics include critical approaches to genres, literacy, readership and authorship, literature and mass media, and gender roles in fiction.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 352 or 361 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 468
The Caribbean: Cultural Fabulations
This course examines the literary and cultural production in the Hispanic Caribbean: Cuba, Domincan Republic and Puerto Rico. Through the analysis of various cultural artifacts, the class will formulate the basic components of a Caribbean cultural discourse. Topics include literary modernity, neo-primitivism and negrismo.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 352 or 361.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

SPAN 475
Spanish Court Interpretation
This course is an intensive program designed to provide qualified students with an introduction to the fundamentals of professional court interpretation. Tailored for both novice and practicing interpreters in Spanish to English and English to Spanish, the course combines theory and practice through classroom discussions activities, as well as thorough intensive laboratory exercises designed to develop interpreting proficiency.
Prerequisite: SPAN 408 or 410, diagnostic test, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3.5 Lab Hrs, 4 Disc. Hrs, 6 credits

SPAN 478
Independent Study
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval before the registration period preceding the semester in which the student wishes to do the independent study. May be taken only once except where special permission is granted by the department.
Prerequisite: Permission of department.
Hrs by arrangement, 3 Credits

SPAN 479
Independent Study
Under very special circumstances, the department may grant special permission to a major to take a second course of independent study, following the procedures outlined for SPAN 478.
Prerequisite: Advanced standing in the major.
Hrs by arrangement, 3 Credits

SPAN 480
Studies in Hispanic Literature
Special topics or individual authors; topics vary from year to year.
Prerequisite: Advanced standing in the major.
3 Lect Hrs, 3 Credits

SPAN 481
Capstone Seminar in Hispanic Studies
Required capstone seminar for Hispanic studies majors. This course offers students a culminating experience synthesizing topics, themes, and methods developed during the course of the major, and anticipating what students will be able to do after receiving the degree. Course readings represent a variety of intellectual perspectives. Seminar participants conduct guided research and write a research paper. Topics vary.
Prerequisites: Senior standing and declared major or minor in Hispanic studies; or permission of instructor.
3 Lect Hrs, 3 Credits

SPAN 491
Honors Thesis
A paper written under the supervision of a member of the Spanish Department and with permission of the department. See requirements under "Honors."
Prerequisite: At least two advanced literature courses beyond SPAN 350 and 351.
Hrs by arrangement, 3-6 Credits

Department of Hispanic Studies

Portuguese Courses

PORT 101
Elementary Portuguese I
Designed for students with little or no background in the Portuguese language. Portuguese 101 focuses on the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PORT 102
Elementary Portuguese II
A continuation of PORT 101. Portuguese 102 focuses on furthering the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Prerequisite: PORT 101 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PORT 201
Intermediate Portuguese I
Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: PORT 102 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

PORT 202
Intermediate Portuguese II
A continuation of PORT 201. Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: PORT 201 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

PORT 304
Advanced Portuguese
Intensive work in conversation and composition, and mastery of these skills.
Prerequisite: PORT 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

PORT 315
Modern Brazilian Literature
Twentieth century Brazilian literature from modernism to the present day. The course is taught in Portuguese. Fulfills a requirement for Latin American Studies Program.
Prerequisite: PORT 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

PORT 320
Nineteenth Century Portuguese Literature
Readings from Garrett, Camilo, Antero de Quental, Julio Diniz, and Eça de Queiroz. Discussion of the literary characteristics of Portuguese Romanticism and Realism, as well as the political movements with which they were associated. The course is taught in Portuguese.
Prerequisite: PORT 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

PORT 321
Twentieth Century Portuguese Literature
A selection of prose fiction and poetry from the most important literary movements of the century-saudosismo, Presença, social realism, and personalism. Discussion of the stylistic strategies developed especially in the fifties and sixties to counter institutional censorship. The course is taught in Portuguese.
Prerequisite: PORT 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

PORT L375 (LATAM L375)
Brazilian Civilization
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course discusses the distinctions and similarities in the development of Portuguese America and Spanish America. Readings include historical source material, novels, and modern studies on Brazil. Conducted in English.
Fulfills a requirement for Latin American Studies Program.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits

PORT 479
Independent Study
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval before the registration period preceding the semester in which the student wishes to do the independent study. May be taken only once except where special permission is granted by the department.
Prerequisite: PORT 202 or equivalent.
Hrs by arrangement, 3 Credits

PORT 480
Studies in Luso-Brazilian Literature
Special topics or individual authors; topics vary from year to year.
Prerequisite: PORT 202 or equivalent.
3 Lect Hrs, 3 Credits

DEPARTMENT OF HISTORY

Faculty

Lester J Bartson, Associate Professor and Chair; Professors Michael B Chesson, Spencer M DiScala, David Hunt, Esther Kingston-Mann, William A Percy, Woodruff D Smith, R Malcolm Smuts, Julie Winch; Associate Professors Paul Bookbinder, Jonathan M Chu, Weili Ye; Part-time Instructors Harold Callanan, Gary Miller, Robert Sauer

The Department

The educational mission of the Department of History is to offer to as many students as possible the skills, knowledge, insights and perspective on the human condition that the study of history has afforded to people since ancient times. The department also aims to acquaint them with the use and relevance of history to themselves and to their society in the early 21st century as extension of experience, as mode of thought and investigation, as contribution to political judgment, as help to self-knowledge, and as aid to personal liberation from parochialism, and present-mindedness. We believe that the study of history is indispensable to each of the three aims of education: training for work, preparation for public life, and enrichment of private life.

Requirements

The Major

Majors are required to take at least 12 courses (36 credits) from those offered by the department, including specific requirements as follows:

- 2 semesters of introductory history of Western Civilization (HIST 111 and 112) (6 credits)
- 2 semesters of introductory history of the United States (HIST 165 and 166) (6 credits)
- 1 semester of course work in non-Western history (Asian, African, Middle Eastern, Latin American, or World history) (3 credits)
- 1 advanced course (300 level or above) in European history before 1800 (3 credits)
- 1 advanced course (300 level or above) in any field of history after 1800 (3 credits)
- 1 research and methods seminar (HIST 480 or 481) (3 credits)
- 4 electives (12 credits)

Total: 12 courses (36 credits)

Please note: At least six courses in the major must be at the 300 level or above.

The Minor

Minors are required to take at least six courses (18 credits) from those offered by the department, including specific requirements as follows:

- 2 semesters of introductory history of Western civilization (HIST 111-112) (6 credits)
- 1 semester of introductory history of the United States (HIST 165 or 166) 3 credits
- 3 semesters of course work above the 100 level, of which at least two must be taken from courses above the 200 level (9 credits)

Total: 6 courses (18 credits)

Pass/Fail Option

No course taken on the pass/fail option may be counted toward the requirements for the major or the minor.

Independent Reading

No more than two Independent Reading courses (488, 489) may be counted toward the requirements for the major. No more than one Independent Reading course (488, 489) may be counted toward the requirements for the minor.

Honors

To be eligible for the History Department's honors program a student must have (a) completed all core requirements for graduation in the College of Liberal Arts by the end of the junior year, (b) completed two semesters of Western Civilization, two semesters of the US survey, and four other courses, of which one must be a Research and Methods seminar, (c) achieved a University cumulative average of 3.0 and a 3.3 cumulative average in history courses through the junior year.

A student who wishes to do honors work should seek out a supervisor willing to direct the honors paper. After receiving the approval of a supervisor, the student must apply in writing to the undergraduate studies committee for admission to the honors program, preferably before the beginning of the senior year.

An honors candidate enrolls in HIST 490 (Honors Thesis), usually in the second semester of the senior year, under the direction of his or her supervisor, for the purpose of writing an honors paper; 40-60 pages is suggested as a suitable length. Acceptance of the paper by two of the three members of a readers' committee is required for honors.

The requirements for receiving a diploma with honors in history are

- satisfactory completion of all University and departmental requirements for graduation;
- a 3.0 cumulative average in all University courses and a 3.3 cumulative average in all history courses through the senior year;
- satisfactory completion of the senior honors paper as outlined above.

Joint Major in History and Archaeology

Students with an interest in American historical archaeology may elect the joint major in history and archaeology, which is designed to provide students with a cohesive program of archaeological and historical study in the cultures of America. For a complete description of the joint major and its requirements, please see the "Anthropology" section of this publication.

Transfer Credit Policy

At least six of the twelve courses required for the major must be taken in the department. At least three of the six courses required for the minor must be taken in the department.

Advanced Placement and CLEP

The History Department will accept up to six credits toward the major for advanced placement scores of 4 or better in European and American history, and a CLEP score of fifty.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "HIST L349 (AMST L349)," which is cross-listed with the Program in American Studies.

Department of History

Courses

HIST G190
Modes of Inquiry

HIST G203
Leaders in History

HIST G224
Revolutionaries

HIST G290
Globalization in Historical Perspective

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

HIST 111
Foundations of Western Civilization
A survey of the political, cultural, social, and economic history of Western society from antiquity until 1715. Emphasis is given to the critical analysis of primary sources.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

HIST 112
Modern Western Civilization
This course traces the major political, economic, and cultural changes which have shaped Western society from the Enlightenment to the present. Emphasis is given to the critical analysis of primary source materials.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

HIST 114
Modern World History II
History of modern Western industrial societies and the non-Western world, 1800-present.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Hunt, Ms Kingston-Mann, Mr Smith

HIST 150
The Middle East, 570 to 1517
This course covers the period from the birth of the prophet Muhammed to the Ottoman conquest of the Arab world. It examines the rise of Islam as a political power, its development as a civilization, and its interaction with medieval Europe, especially during the Crusades. It concludes with Muslim supremacy in the eastern Mediterranean during the age of discovery.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Miller

HIST 151
The Middle East since 1517
The course begins by examining the socio-economic and political character of Ottoman power, its expansion into Europe and the Middle East. It discusses the failure of the empire to transform itself when faced with the challenges of an expanding Europe, and the subsequent responses to Western industrialism, nationalism, and imperialism.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Miller

HIST 152
Introduction to African History
This course is designed to provide students with a solid foundation of historical knowledge in preparation for more advanced courses in various aspects of African studies. The course emphasizes such themes as Islam in Africa, trade and politics in medieval Africa, slavery and the slave trade, European colonization, and the political economy of independent Africa. (Course offered in the fall only.)
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Smith

HIST 153
Africa in the Twentieth Century
This course focuses on major themes in the history of Africa since 1900. These include the establishment of colonial rule and colonial administrative practices, colonial economies, African nationalism and decolonization, South Africa and the politics of apartheid, and post-colonial Africa from a global perspective. (Course offered in the spring only.)
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Smith

HIST L155 (LATAM L155)
Latin America before 1800
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST L156 (LATAM L156)
Latin America since 1800
The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the nineteenth and twentieth centuries, and the resulting political and social consequences.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 credits

HIST L160 (EASIAN L160)
East Asian Civilizations to 1850
An introduction to the traditional civilizations of China, Japan, and to a lesser extent Korea, from the earliest times to the arrival of the modern industrial West in the mid-nineteenth century. (Course offered in the fall only.)
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

HIST L161 (EASIAN L161)
East Asian Civilizations since 1850
An introduction to the modern transformation of China, Japan, and, to a lesser extent, Korea, from their encounter with the industrial West in the mid-nineteenth century up to the present day. (Course offered in the spring only.)
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

HIST 165
American History before 1877
Introduces students to the study of American history before 1877. The subject matter encompasses virtually all aspects of American society. The interrelationship among social structure, economic development, everyday life, culture, and formal politics is explored throughout the course. Attention is given to the nature of historical inquiry and the development of writing skills.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 credits

Department of History

HIST 166
American History since 1877
A survey of American history from 1877 covering the nature of American social structure, economic development, everyday life, culture and formal politics. Attention is given to the nature of historical inquiry and the development of writing skills.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 credits

HIST 178
Special Topics in History
Introduction to seminar in selected topics in history. Course content is announced during the advance registration period. Course material is consistent with other introductory history courses.
3 Lect Hrs, 3 Credits

HIST 201
Monarchs, People, and History
The origins and reasons for monarchy as an institution and social force in the Western world. Specific royal personages are studied with attention to how they attained or lost effectiveness as leaders; their goals for themselves and their people are stressed. These themes are explored through primary source readings. Architectural, artistic, and musical evidence are introduced in slide and tape sessions.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Bartson

HIST 202
The Individual In History
This course examines the part played by outstanding personalities in history. Was their success due to their ability to shape events? Or due to favorable historical circumstances? Focus is on famous individuals associated with major developments in modern history, such as Luther, Elizabeth, Peter the Great, Napoleon, Lenin.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

HIST 210
Industrial America: 1870 to the present
An examination of the impact of industrial change on American economic life since 1870. Consideration is also given to the social and political implications of industrialism. A major focus of the course is the conflict between those who have argued that industrial development is best achieved in an atmosphere of laissez-faire and those who have called for greater government involvement in the economy.
Prerequisite: Sophomore standing.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

HIST 223
Revolutions in Modern History
An introduction to the French, Russian, Chinese and Vietnamese revolutions, and to Marxism in Europe.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Hunt

HIST 230
Nationalism in the Modern World
The course is divided into two parts. The first part focuses on the origins, development and implications of nationalism as an ideological force and on the modern nation-state as its socioeconomic and political expression. The second part of the course examines the emergence and subsequent development of three twentieth century national movements—the Irish, Jewish and Arab. There is continual reference to the nineteenth century European roots of these movements as well as to their similarities and differences.
Prerequisite: Sophomore standing or permission of instructor.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

HIST 300
Ancient Civilization to 600 BC
Civilization's birth and progress in Mesopotamia, Egypt, and Canaan, including the Hebrew achievement. This course emphasizes the role of cities and social and intellectual life with extensive slides stressing art and archaeological digs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bartson

HIST 301
Greek History
A survey of the origin, rise and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 302
Roman History
The Roman state from its origins until the triumph of Christianity. Republic and Empire receive equal attention. HIST 301 and 302 together provide a continuous history of the Mediterranean world from about 700 BC to 300 AD.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 303
Classical Archaeology
A survey of art, archaeology, and history of the Bronze Age of Greece and Asia Minor. Introduction to the methods and aims of archaeology. The course begins with the Minoan and Mycenaean eras. The Dark Age and emergence of the full Hellenic era is treated, with emphasis on the city-states of the Greeks.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs, 3 Credits
Mr Bartson

HIST 304
The Dark Ages
Beginning with the decline of the Roman Empire, this course discusses German, Muslim, Viking and Magyar invasions, the development of Catholicism in Western Europe and of Eastern Orthodoxy in the Byzantine Empire, the Arabic contribution to mathematics, science, and philosophy and the institutions of feudalism and manorialism. The course concludes with the economic, demographic and urban revival which began around 1000 AD. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Percy

HIST 305
The High and Later Middle Ages
Beginning with the Great Revival around the year 1000 AD, this course traces the development of feudal monarchies, parliamentary institutions and the common law, the conflict between Church and State, the rise of universities and the growth of the New Learning, the development of Gothic art and architecture, and the vigorous urban life which presaged the bourgeois civilization of the modern era. The course concludes with the adversities—famine, plague, and war—of the fourteenth and fifteenth centuries. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Percy

Department of History

HIST 306
Roman Archaeology
A methodological approach to Roman archaeology as a key to understanding the history and culture of Rome and its empire from the city's origins in about 750 BC through the height and decline of Roman civilization during the first through fourth centuries AD. Discussions make extensive use of slides, and the course surveys the art and architecture of the city in the context of primary literary sources. (Course offered in the spring only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bartson

HIST 308
The History of Common Law
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding medieval history and common law. Recommended for pre-law students. (Course offered in the fall only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Percy

HIST 309
The Mediaeval Mind
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours. (Course offered in the spring only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Percy

HIST 311
Europe in the Age of the Enlightenment
The main currents of eighteenth century European thought in their historical setting. Attention to social and political factors in cultural development. Topics include the Scientific Revolution and the rise of secularism, the shift from corporative to class society, enlightened despotism, popular culture and the democratization of knowledge, war and the struggle for empire.
Prerequisite: Sophomore standing.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Smith

HIST L312 (RELSTY L312)
The Jewish Mind to 1600
Foundations of Jewish thought and institutions from the age of the Talmud to the early modern period. Characteristic features of Talmudic law and lore, medieval Jewish philosophy, mysticism, and humanism are examined, with attention both to historical context and to Biblical background.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Smith

HIST 313
Nineteenth Century Europe
A political, social and cultural history of Europe from 1815 to 1900, including the history of each major European nation.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala

HIST 315
Europe 1900-1945
Political, social and intellectual history of Europe from 1900 to 1945. Emphasis on the origins of the World Wars, European totalitarianism, the Great Depression and inter-war societies.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala

HIST 316
Europe since 1945
Political, economic, social, and intellectual history of Europe with attention to extra-European influences, from 1945 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala

HIST 317
Mussolini and Italian Fascism
An analysis of Mussolini's personality and of Fascist doctrine and practice. The nature of Fascism, its origins and its significance for the modern world is examined. The influence of Italian Fascism in other countries of Europe and in America is discussed.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala

HIST 318
Advanced Topics in History
Intensive study of selected topics in history. Course content is announced during the advanced registration period. Course material is consistent with other advanced level history courses.
Prerequisite: Standing as history major or permission of instructor.
3 Lect Hrs. 3 credits

HIST 320
Tudor-Stuart England
An introduction to English history from the high Middle Ages. Emphasis on the political crises of the sixteenth and seventeenth centuries, to 1660. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Smuts

HIST 321
England in the Age of Revolution, 1660 to 1850
English history from 1660 to 1850 with emphasis on the transformation of life and institutions in the eighteenth and nineteenth centuries. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Smuts

HIST 323
Russia before 1861
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 324
Russia since 1861
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the second World War. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Kingston-Mann

HIST 326
Hitler, A Man and His Times
A focus on the life and career of Adolph Hitler to elucidate an important period in German and European history. (Course offered in the spring only.)
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bookbinder

HIST 327
Germany since 1945
This course traces the emergence of the two distinct German states from a common heritage.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bookbinder

Department of History

HIST 328
Germany to 1815
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, the German and the French Revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bookbinder

HIST 329
Germany, 1815-1945
German liberalism, nationalism, and conservatism in the nineteenth century, the revolution of 1848, unification, World War I, Weimar, and the Nazi period. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bookbinder

HIST 330
The French Revolution
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Hunt

HIST 331
France since 1789
Political, economic, social and cultural history of France from the origins of the Revolution of 1789 to the present. Emphasis on the formative crises, revolutions and war, which have shaped French institutions and thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Hunt

HIST 334
Italy since 1815
The most significant events in modern Italian history including the Risorgimento, the Giolittian Era, the beginnings of Socialism, the rise and fall of Fascism, the Republic, and the growth of terrorism.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala

HIST 335
Spain to 1713
Discussion of Spain in the ancient and medieval period is followed by a survey of its role as the Western world's first superpower under Charles I and Philip II in the sixteenth century. Its subsequent decline is discussed in the context of Spain's continuing cultural and social contributions in Europe. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bartson

HIST 337
Ancient Jewish History
Political, social and intellectual development in Jewish society from late biblical antiquity to the early centuries of the Christian era. Attention to the interaction with ancient Near Eastern, Graeco-Roman, and Christian societies and cultures. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 338
Jewish History since 1500
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East, from the late fifteenth century to the creation of Israel in 1948. Attention to Jewish experience in the age of absolutism and mercantilism, Marranos and Messianism, Polish Jewry and Hasidism, enlightenment, emancipation and nineteenth century responses to modernism, and Jewish experience in the twentieth
century. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 339
Modern Irish History from 1800 to present
This course examines the forces and movements in the development of Irish nationalism from 1800 to the achievement of national independence. The course also explores the history of an independent Ireland. (Course offered summer only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST L349 (AMST L349)
The Cold War: Rise and Fall
This course examines the shifting US and Russian images of each other during the rise and fall of the Cold War. It focuses in particular on the way that issues of difference play out in the US/Soviet/Russian encounter, and on the emergence of public perceptions which linked struggles for racial, gender, and social equality with Communism and its agents. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Hunt, Ms Kingston-Mann

HIST 352
Topics in African History
An intensive study of selected themes in African history; although the approach is thematic, attention is given to essential chronology and to regional differences. Topics, which vary from semester to semester, include African economic history; pan-Africanism and nationalism; post-colonial Africa: its prospects, developments, and crises; religion in Africa; and African urban history.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Smith

HIST 357
The Vietnam War
This course covers the period from 1945 to 1975, with attention to the Vietnamese Revolution and its American and Vietnamese adversaries. Topics include origins of the Cold War and US policy in Indochina; Vietnam's peasant revolution and Communist Party; society, economy, and ideology of the Saigon milieu; the US anti-war movement; and US soldiers and veterans of the Vietnam War era.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Hunt

HIST 358
War in the Twentieth Century
A study of military plans, strategy and weapons employed in twentieth century wars, and their consequences on the battlefield, together with their larger impact on the societies involved. Emphasis on the two world wars and the Vietnam War. The course concludes with a review of current military plans and weapons systems of the world powers in the perspective of military history since 1914. (Course offered in the spring only.)
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST L359 (EASIAN or WOST L359)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
3 Lect Hrs, 3 credits
Ms Ye

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HIST L360 (EASIAN L360)
Traditional China
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

HIST L361 (EASIAN L361)
The History of Modern China
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

HIST L362 (EASIAN L362)
Traditional Japan
A historical survey of cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan. Note: HIST L160 (EASIAN L160) is strongly recommended, although not required, as preparation for this course.
3 Lect Hrs, 3 Credits

HIST L363 (EASIAN L363)
Modern Japan
A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

HIST 364
India since 1857
Intended to be an introduction to the Indian subcontinent as it emerged from British rule to independence. Designed for students interested in this area and the Third World, regardless of major. The framework of the course is historical, but it also deals with social and religious institutions such as the caste system, as well as economic and political change in a traditional society.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 365
The Middle East, 1798-1914
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Miller

HIST 366
The Middle East since 1914
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 367
Modern South Africa
With a central focus on race relations, this course examines political and economic developments in South Africa during the twentieth century. Specific themes include the rise of Afrikaner nationalism; black resistance movements; apartheid policies and their implications for race relations; the role of labor; and South Africa and the United States. (Course offered in the spring only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Smith

HIST 368
Slavery in Africa
With a focus on the period from 1400 to the twentieth century, this course examines the history of slavery and the slave trade in Africa. Broad themes include the nature of slavery in Africa; the origins, both internal and external, of the slave trade; and the dynamics, economics, and overall significance of the slave trade and slavery in Africa. (Course offered in the fall only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Smith

HIST 370
Colonial America to 1763
The English background of emigration and settlement. The evolution of imperial institutions; American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the seventeenth and eighteenth centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chu

HIST 371
The American Revolution, 1763-1789
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effect, the forming of republican institutions for state and federal governments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chu

HIST 372
The Early Republic
Survey and analysis of the early development of the United States as an independent federal republic. Focus is on key issues: civil liberties, slavery and the first emancipation, federalist economic policy, neutrality, war, institutional growth (presidency, congress, judiciary, political parties), and changes in the social, ideological and cultural environment. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Winch

HIST 373
American Slavery
The African-European heritage of slavery, the Atlantic slave trade, the origins of slavery in the United States, its early abolition in the North and continued development in the South, culture of the slave community, black resistance and rebellion, the attack on and the defense of slavery, its final destruction in the Civil War, and the lasting significance of slavery in American life.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chesson, Ms Winch

HIST 375
The US Civil War and Reconstruction
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chesson

HIST 376
American Urban History
The urbanization of the United States from the colonial era to the present, with coverage of chronological and geographical

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developments as well as special topics of city life. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 377
The Old South
The history (social, political, economic, intellectual) of the South and the development of a distinctive region and culture from the first permanent English settlement at Jamestown to the firing on Fort Sumter, with coverage of such topics as climate, staple crop agriculture, economic colonialism, the institution of slavery, the Virginia dynasty, Whitney's gin, the black belt and the rise of King Cotton, Nullification, filibustering, removal of the Indians, Southern violence, women on pedestals, ante-bellum literature and religion, moonlight and magnolias, and the harsh realities of the militant South on the eve of the Civil War.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chesson

HIST 378
American Legal History
An exploration of the evolution of three major areas of private law: torts, contracts, and property. The primary focus of the course is the way in which law both reflects and changes social and economic conditions. In addition, the course examines the legal dimensions of historical changes in American life. Finally, the course introduces students interested in the law to forms of legal analysis and to a number of major landmark decisions in the area of private law.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chu

HIST 379
The United States, 1900 to 1945
American politics and culture from the Progressive period through World War II.
Prerequisite: HIST 166 or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 380
The United States Since 1945
American politics and culture from the end of World War II to the present.
Prerequisite: HIST 266 or permission of instructor.
3 Lect Hrs, 3 Credits

HIST L381 (RELSTY L381)
The History of American Religion
The history of religion in America from the earliest settlements to the present day. Particular attention is given to the nature and content of belief among the various American denominations, and to the ways in which those groups have attempted to put their beliefs into practice.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

HIST 387
US Foreign Policy since 1898
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the present. Emphasis on domestic sources of foreign policies and on such general topics as war: World Wars I and II, Korea and Vietnam, and the Cold War, and the debate over America's role in world affairs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 388
Twentieth Century Vietnam
Examination of the rural and pre-industrial Vietnamese social order as it evolved through phases of colonialism and World War, revolution and guerrilla warfare. The course proceeds from a Vietnamese perspective, illustrating the dilemmas faced by peasants in an era of modernization.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Hunt

HIST 389
The History of Modern Terrorism
This course studies the phenomenon of terrorism by considering twentieth-century political movements that have used or are using terror to achieve their objectives. The course develops an analytical framework for the study of terrorism and uses this framework in exploring the historical backgrounds, objectives, ideologies, tactics, and membership profiles of selected groups, and in considering the responses of their opponents. Groups to be studied include the IRA, the Irgun, the PLO, the Baader-Meinhof, and the Ku Klux Klan.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 395
The History of Boston
A general survey from 1630 to the present, emphasizing the variety of people who gave this seaport its special character and prominence in American history.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 398
The Constitutional History of the United States
This course proposes to examine the changing constitutional structure—national, and federal as it applies to states, and the triune separation of powers within the national government—from 1781 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 478
Special Topics Seminar in History
Course content is announced during the advance registration period. Course material is consistent with other departmental seminar offerings.
Prerequisite: Standing as history major or permission of instructor.
3 Lect Hrs, 3 credits

HIST 479
Special Topics
See HIST 478.

HIST 480
Seminar in European History
A problem course intended to give training in historical research and writing. The field of European study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST 481
Seminar in American History
A problem course intended to give training in historical research and writing. The field of American study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST 482
Seminar in African History
History 482 examines the trends and approaches in the study of sub-Saharan Africa. The focus in on methodology and perceptions and their implications on the image of Africa as presented by historians/scholars over the last two centuries.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Smith

HIST 487
Cooperative Education/Internship, History
Through the cooperative education/internship program majors in the history department are placed in paid work assignments or non-paying internships which relate to studies in applied history. Work periods are generally six months and begin in either January or July. Students are placed by the

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cooperative education/internship office and awarded credit for study in conjunction with the work experience: typically six credits for full time work and three credits for part time work. Credit is awarded only to students who successfully complete a study plan submitted to and approved by a member of the department. The plan should detail a body of work equivalent to that expected in a classroom-based course for the same number of credits. The study plan should include appropriate reading and writing assignments.
Prerequisites: Sophomore standing and permission of the department chairperson, the director of cooperative education, and the instructor. By application and interview only.
3-6 Credits

HIST 488
Independent Reading
Guided reading and research; may be used in departmental honors program.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

HIST 489
Independent Reading
See HIST 488.

HIST 490
Honors Thesis
A major research paper written under the supervision of a member of the department and defended before an Honors Committee. Students completing this work successfully will graduate with honors in history.
Prerequisites: Senior standing as a history major, a 3.0 general cumulative average, and a 3.3 cumulative average in history.
Hrs by arrangement, 3 Credits

Graduate Courses

Some graduate-level courses in history are open to undergraduates. Please contact the department office for further information.

HUMANITIES COURSES

Humanities courses are offered through the CLA departments listed in parentheses after each course number.

Courses

HUMAN L220 (MDNLNG L220)
Hades, Heaven, and Hell
This team-taught, interdisciplinary course first explores Hades from Ovid to Cocteau. It then moves to heaven and hell to examine the Christian symbolism of good and evil, angels and devils, sin and redemption in European literature, film, and the arts.
Distribution I Area: Historical & Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Boelcskevy

HUMAN L240 (MDNLNG L240)
Images of War
This course examines the historical and cultural background, in literature and film that arose out of World Wars I and II, with a focus on the reading and analysis of classic war novels and poetry in Italian, German, Russian, Japanese and American literature.
Distribution I Area: Historical & Cultural Studies.
Distribution II Area: Humanities.
Ms Burgin
3 Lect Hrs, 3 Credits

HUMAN 271 (German)
The Literature of the Holocaust
An analysis of, primarily, the imaginative literature written about Jewish suffering and death under the Nazis. The course begins with a brief history of the Holocaust. On occasion the course includes a guest lecture as well as an interview with a survivor.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

HUMAN 275 (English)
The Literature of War: World War I to Vietnam
This course is an introductory survey of the literature of war in the twentieth century. It focuses mainly on the American experience, though readings also include British, German, and Vietnamese materials. Participants study the historical, cultural, and individual contexts of primarily fictional works.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Bowen

HUMAN 283 (English)
The Image of Women in Literature
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer, and Lessing.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Dittmar

INTERNATIONAL RELATIONS PROGRAM

Director

Professor Primo Vannicelli, Department of Political Science and International Relations

The Program

The program in International Relations is intended for students interested in pursuing a special focus in international studies while also planning to complete one of the established majors at the University. The "concentration" is formally identified as *Program of Study in International Relations* and is so recorded on official University transcripts in addition to the student's major. The curriculum includes completion of seven courses and a foreign language/international experience requirement (this is in addition to other courses needed for the student's major).

The program provides a valuable foundation to prepare students for careers with an international dimension, further training in the business world, nongovernmental organizations, careers in the foreign service, and graduate study. Although based in the Department of Political Science and International Relations, this concentration can be combined with any major (examples of recent graduates include majors in political science, languages, history, economics, anthropology, biology, management/international business, and geography).

Curriculum

The concentration builds on a core of courses that give students the conceptual tools to understand the complex and changing web of interactions that characterize international relations and the growing globalization of the contemporary world. In addition, the program encourages specialization in one of the fields of concentration (Area and Sociocultural Study, International Conflict and Cooperation, International Political Economy) and the study of a foreign language and/or international experience. Students in the program are also expected to acquire basic competence in world history and world geography.

Admission

Any student, regardless of major, may enroll in this program after an initial discussion with one of the faculty advisers and/or the program director. An individualized study plan is prepared for each student—based on the student's interests and future goals. Subsequent meetings will encourage students to monitor their progress and, if needed, adjust their study plans as indicated by changing interests

Required Courses

For course descriptions, please refer to entries by department in this catalogue. Additional information is available in the department office—where you can also consult course syllabi.

A. Introductory Course: POLSCI 220 (International Relations)

B. Fields of Concentration Five courses, including a minimum of one course from each of three categories.

B1. Area and Sociocultural Study
ANTH 270-274 (Culture Areas of the World)
ANTH 363 (Cultural Ecology)
E&GSCI 102 (World Regional Geography)
E&GSCI 352 (Political Geography)
LATAM 101 (Culture and Society in Contemp. Latin America)
HIST 160, 161 (East Asian Civilizations)
POLSCI 201 (Politics of Industrialized Societies)
POLSCI 202 (Politics of Developing Nations)
POLSCI 225 (WWII Internment of Japanese-Americans)
POLSCI 349 (Cities and World Development)
POLSCI 353 (European Political Development)
POLSCI 354 (Postwar European Problems)
POLSCI 360 (Goverment and Politics of Britain)
POLSCI 361 (Politics of Eastern Europe)
POLSCI 363 (Politics and Society in Present-Day Russia)
POLSCI 366 (Media and International Affairs)
POLSCI 371 (Latin American Politics)
POLSCI 372 (Central American Politics)
POLSCI L385 (Politics of Middle East)
POLSCI 387 (Govt and Politics of China)
POLSCI 430 (Russia and Other Successor States)
SOCIOL 272 (Social Chance in the Third World)
MDNLNG 200 (Europe Today)

* UMass Boston overseas study programs (see separate brochure for details)

B2. International Conflict and Cooperation
POLSCI 305 (Images of World Politics in Film and Literature)
POLSCI 307 (Political Change and Group Identity)
POLSCI 376 (Religion and International Relations)
POLSCI 402 (World Politics and World Order)
POLSCI 411 (International Organizations I)
POLSCI 412 (International Organizations II)
POLSCI 415 (Law and International Relations)
POLSCI 422 (Nationalism)
POLSCI 424 (American Foreign Policy)
POLSCI 430 (Russian Foreign Policy)
HIST 388 (History of East Asian–American Relations)
HIST 349 (America and Russia)
EASIAN 388 (East Asian–American Relations)

* UMB overseas study programs (see separate brochure for details)

B3. International Political Economy
POLSCI 355 (The European Union)
POLSCI 357 (Food Policy)
POLSCI 375 (Third World Development)
POLSCI 410 (Politics of International Economic Relations)
ECON 334 (International Trade)
ECON 335 (International Finance)
ECON 336 (Economic Development)
ECON 337 (The African Economy)
ECON 338 (Latin American Economy)
ECON 372 (Comparative Economic Systems)
ECON 435 (The Multinational Corporation)
IR 480 (Political Economy of International Trade)
MGT 434 (Managing in the Global Economy)
MGT 435, 436 (International Perspectives on Business and Government)

C. Senior Project: IR 499 (Seminar in International Relations)

This seminar has three major goals: integrating the knowledge gained from other courses already taken in the program; review of different approaches and perspectives on international relations; and completion of a substantial research project.

D. Foreign Language / International Experience

The purpose of this requirement is to assure that students gain insight into other cultures outside the United States, either by participating in a program of study overseas or by completing courses in a foreign language. Through immersion in another language and/or through experience in a different country, students develop an appreciation for other cultures and a critical perspective on global awareness.

International Relations Program

Related Programs

Students are encouraged to complete a focused program of study in the culture and language that relates to their specific interest within international relations. Please refer to Department of Modern Languages; Hispanic Studies Department students may also want to consider an area-study program: Latin American Studies; East Asian Studies. The Department of Africana Studies offers programs in Haiti, Cuba, and Jamaica and courses with concentration on Caribbean Studies and Africa.

Minor in Management

Students with a potential interest in a career in international business may find it helpful to complete a minor in Management in addition to their major (in any area of interest) and the concentration in International Relations.

Self-Designed Major in International Relations

This option is advisable for students with a strong interest in international studies who cannot accomplish their educational goals by combining the program of study in International Relations with one of the established majors available at UMass Boston. In most cases, students interested in this option will be able to utilize the structure of the program of study as a base for selecting specific courses and developing a special focus for the self-designed major—with a minimum of twelve courses structured along a coherent sequence. Successful completion of the self-designed major is recorded on University transcripts as "Individual Major: International Relations."

Before formulating a self-designed proposal (which requires approval by the pertinent University academic committee), students should meet with a faculty adviser to review their interests and educational goals and to determine the feasibility and desirability of an individual major.

IRISH STUDIES PROGRAM

Director

Professor Thomas O'Grady

The Program

The Irish Studies Program is an interdisciplinary program of study designed to provide students with the opportunity to study Irish and Irish-American culture, primarily through literature and history. Course offerings cover major aspects of Irish culture from ancient times to the present.

A two-course sequence, Early Irish Literature and Irish Literature, provides students with an overview of Irish literature and the society that produced it from the 6th century to the middle of the 20th century. Study of Irish history from the 17th century to the present links old Ireland and new. Study of the development of Ireland in the 20th century focuses on the social and political upheaval surrounding the uprising of 1916, partition, civil war, the gradual emergence of an independent Irish Republic and the ongoing political turbulence centered in Northern Ireland.

Courses on James Joyce and William Butler Yeats focus on the contributions to world literature of Ireland's two most noted writers. Courses on the Irish short story and the modern Irish novel explore the mastery of particular literary forms by Irish writers. Study of recent Irish writing examines the continuing literary achievement in Ireland, both in Northern Ireland and in the Republic. Study of the Irish presence in America explores the contribution of this major immigrant group to the literature, the politics, and the culture of the United States. Special topics courses offered occasionally—on Irish drama, on Irish poetry, on Irish women writers—provide additional opportunity for students to investigate evolving artistic, social, and cultural concerns of the Irish people.

Requirements and Recommendations

Six courses are required for completion of the Irish Studies Program. Students are strongly urged to plan their course of study in consultation with the director of the program to ensure a broad exposure to the field of Irish Studies.

For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements.

Courses may be chosen from among Irish Studies courses and those offered by CLA departments from the following list:

- AMST 405 (The Immigrant Experience: Aliens and Anglo-Saxons in American Society, 1830-1930)*
- ENGL G278 (Pre-Famine Ireland)
- ENGL L377 (AMST L377) (Irish-American Literature and Culture)
- ENGL 391 (Joyce)
- ENGL 392 (Yeats)
- ENGL 415 (Irish Literature)
- ENGL 416 (Early Irish Literature)
- ENGL 419 (Recent Irish Writing)
- ENGL 425 (Irish Short Story)
- ENGL 427 (Modern Irish Novel)
- ENGL 455, 456 (Independent Study I and II)*
- HIST 230 (Nationalism in the Modern World)*
- HIST 339 (Irish History, 1688 to Present)
- HIST 395 (History of Boston)*

*May count toward the concentration when a substantial portion of the student's work in the course is on an Irish topic and when the course is approved by the program director.

Transfer Credit Policy

Credit for courses taken elsewhere may be negotiated with the program director.

Courses

IRST 301
Contemporary Northern Ireland
This interdisciplinary course studies the conflict in Northern Ireland, together with its background and origins. Students read and discuss the history, sociology, politics, and literature of the two Ulster communities in order to understand their different hopes. fears. values, and personalities. Various proposed solutions to the "problem" of Northern Ireland are considered in the light of this understanding.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr O'Malley

IRST 302
Issues in Northern Ireland
Students embark on courses of independent study (each student in a different area) to enhance their understanding of a particular aspect of the Northern Ireland problem, and the relationship of each to the whole. These areas include policing/security, discrimination in employment, segregation of education, pervasive political alienation, an examination of current proposals to break the stalemate, the question of consent, aspirations and identity, relationships between economic conditions and violence, and the hunger strikes.
Prerequisite: IRST 301 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr O'Malley

LATIN AMERICAN STUDIES PROGRAM

Director

Professor Clara Estow

The Program

Latin American Studies is an inter-disciplinary program housed in the Department of Hispanic Studies. The program offers a general and comprehensive consideration of the literary, economic, historical, anthropological, artistic and political currents in Latin America, and an overview of the communities of Hispanics living in the United States.

The Latin American Studies Program is designed for students interested in the humanities, social sciences, Spanish and Portuguese, and management. It prepares students for careers in government, business, journalism, in public and private agencies, and prepares them for graduate study in a broad range of specializations. Many students enroll in the Latin American Studies Program to gain richer and fuller understanding of their own life experiences or of those of the people around them.

The Latin American Studies Program provides students with the opportunity to immerse themselves in the mores and culture of the people of Latin America by sponsoring numerous lectures and cultural events. These offerings help introduce students to one another and give them group experiences with others interested in the same field of study.

Study Abroad

Many students who enroll in the program earn academic credits through study abroad programs in language, culture, and politics, including the University's program for field study of political economy in Cuernavaca, Mexico.

Petitions

All petitions concerning study abroad or independent study must be submitted in writing to the Chair of Hispanic Studies one semester in advance.

Prizes

The program awards two prizes:

- The annual Latin American Studies Book Prize, to the graduating concentrator with the highest GPA
- The Susan C. Schneider Memorial Prize in Latin American Studies, to an outstanding student who combines academic excellence with commitment to social justice in Latin America and for Hispanics in the U.S.

Program of Study

The Latin American Studies Program consists of 6 courses, with one of the program's 100-level courses and a senior seminar required. Electives are based on offerings within the Latin American Studies Program and include courses on Latin American topics taught in the departments of Hispanic Studies, Anthropology, Economics, and Political Science.

For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Declaring the Program of Study

Students wishing to declare Latin American Studies as a program of study should make an appointment with the Chair of the Hispanic Studies Department, who will assist with the paperwork and assign an advisor in the program. To arrange an appointment, see the Hispanic Studies Department Office Administrator, McCormack Building, 4th floor, Room 618, 617-287-7550.

The Major

Students may major in Latin American Studies alone, or as part of a double major, through the Individual Majors Program.

Requirements

I. For Admission to the Program:

A. Sophomore standing; completion of at least one course in any of the following disciplines: social sciences, Portuguese, Spanish, or management.

B. Completion of one of the following courses:
- LATAM 100 (Native Peoples of South America)
- LATAM 101 (Latin America: Contemporary Society and Culture)

C. Knowledge of the Spanish or Portuguese language, or a firm commitment to acquire such knowledge.

II. For Completion of the Program:

A. Four elective courses, of which at least three must be chosen from the list below:*
- ANTH 273 (Peoples and Cultures of Mesoamerica)
- ANTH 274 (Peoples and Cultures of the Caribbean)
- ANTH L336 (LATAM L336) (Ancient Mesoamerica)
- ANTH L338 (LATAM L338) (Ancient Peru)
- ECON 338 (Latin American Economy)
- LATAM L155 (HIST L155) (Latin America before 1800)
- LATAM L156 (HIST L156) (Latin America since 1800)
- LATAM 205 (Latin American Film)
- LAT AM G210 (Food, Culture, and Society in Latin America)
- LATAM 250 (The United States and Intervention in Central America)
- LATAM 290 (Central America: Society and Culture)
- LATAM 300 (Eyewitness Accounts of Spanish Conquest in North and South America)
- LATAM 301 (Hispanics in Urban America)
- LATAM 302 (Puerto Rico: Modernity, Cultural Identity and Politics)
- LATAM 303 (Reform and Revolution in Latin America)
- LATAM 305 (The Caribbean)
- LAT AM 350 (Latin American Popular Cultures)
- LATAM 478, 479 (Independent Study)
- LATAM 480 (Seminar in Latin American Studies)
- LATAM 481 (Capstone Seminar)
- LATAM 485 (Special Topics)
- POLSCI 371 (Latin American Politics)
- POLSCI 372 (Central American Politics)
- PORT L375/LATAM L375 (Brazilian Civilization)
- PORT 480 (Studies in Luso-Brazilian Literature)
- SOCIOL 325 (Religion and Social Change in Latin America)
- SPAN 261 (Modern Latin American Literature in Translation)
- SPAN 265 (Latin America: Literature and Revolutions)
- SPAN 352 (Survey of Spanish-American Literature)
- SPAN 361 (Spanish-American Civilization)
- SPAN 362 (Spanish-American Short Story)
- SPAN 364 (Spanish-American Essay)

Latin American Studies Program

- SPAN 367 (Literature of the Hispanic People in the US)
- SPAN 368 (Nineteenth Century Spanish-American Literature)
- SPAN L454/LAT AM L454 (Argentina)
- SPAN 461 (Spanish-American Colonial Literature)
- SPAN 462 (Contemporary Spanish-American Poetry)
- SPAN 467 (Contemporary Spanish-American Fiction)
- SPAN 468 (The Caribbean)
- Students may choose one, but only one, of their four electives, from the list below; these courses focus on Latin America and/or the Third World:**
- ANTH 251 (Peasant Society)
- ANTH 371 (Afro-American Ethnology)
- ANTH 451 (Developmental Anthropology)
- AFRSTY 310 (Modern Caribbean Society)
- ECON 335 (International Economics)
- ECON L336 (Economic Development)
- PHIL 337 (Third World Political Philosophy)
- POLSCI 202 (Comparative Politics of the Third World)
- POLSCI 349 (Cities and World Development)
- POLSCI 351 (The Politics of National Development)
- POLSCI 357 (Food: Politics and Policy)
- POLSCI 410 (The Politics of International Economic Relations)
- SOCIOL 272 (Social Change in the Third World)
- SOCIOL 474 (Ideology and Social Control in Southern Africa and Central America)

*Students may substitute, for a course on this list, any course offered from time to time which focuses primarily on Latin America.

**Students may substitute, for a course on this list, any course offered from time to time which focuses on the Third World.

B. The Seminar in Latin American Studies (LATAM 480) or the Senior Seminar (LATAM 481). Students who can demonstrate scheduling difficulties may petition to substitute an approved internship or an independent study course.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "LATAM L375 (PORT L375)," which is cross-listed with the Department of Hispanic Studies.

Courses

LATAM G210
Food, Culture, and Society in Latin America
For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

LATAM 100
Native Peoples of South America
An introductory survey of the native cultures of South America. Emphasis is placed on a comparison of selected cultures through the analysis of native history, levels of social and political integration, contact with European cultures, and contemporary status.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 101
Latin America: Contemporary Society and Culture
This course introduces the people, events, and trends shaping Latin American societies and cultures today. Readings provide a historical overview and examine regional similarities and local differences, including: social institutions such as family; politics and political cultures; religious institutions and practices; and ways that race, ethnicity, and gender shape national cultures and subcultures.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

LATAM 103
Foundations of Latin American Studies
An introduction to basic concepts and literature in Latin American Studies, emphasizing development of the student's capacities in critical thinking and analysis, and in writing. Topics include the process of socio-historical development and the impact of modernization on Latin America. It also focuses on the development and the dynamics of Hispanic communities in the United States.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 105
Pre-Conquest States in the New World
A comparative study of Aztec, Inca and Mayan States emphasizing their origins and development.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

HIST L155 (LATAM L155)
Latin America before 1800
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST L156 (LATAM L156)Latin America since 1800
The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the nineteenth and twentieth centuries, and the resulting political and social consequences.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 205
Latin American Film
This course examines Latin American feature and documentary film to analyze social, cultural and political themes and issues. Topics include: the development of national cinemas and their genres; film as art and industry; film and political engagement; representations of women and gender; and selected social and cultural subjects.
Distribution II Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Latin American Studies Program

LATAM 250
The United States and Intervention in Central America
The course deals historically with the development of United States policy toward Central America and focuses on the causes—political, economic, strategic, and others— of the numerous military interventions in the region. The paradigm for study is the case of Nicaragua, yet significant attention is paid to El Salvador and Guatemala.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

LATAM 290
Central America: Society and Culture
This course examines contemporary societies and cultures of selected Central American countries. Readings provide a historical overview. Topics include: land and labor; religion; insurgency, revolution and their legacies; contemporary constructions of race and ethnicity; indigenous social movements; women and gender; urban migrations and cultures.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 300
Spanish Conquest in North and South America: 1492-1600
Starting with Columbus, the Spanish left an extensive literature of eyewitness accounts of exploration and conquest in North and South America. By examining these accounts in detail, students get a better grasp of the nature of indigenous cultures at contact and a more complete understanding of how the conquest and destruction of native peoples came about.
3 Lect Hrs, 3 Credits

LATAM 301
Hispanics in Urban America
Latin American and Caribbean labor migrants, exiles, and refugees have been changing the social, cultural, and political landscapes of U.S. cities for over a century. This course examines migrants' motives for uprooting from their homelands and transplanting to U.S. urban centers, the reconstitution of communities and identities, and social, cultural, and political dimensions of interaction with the host country.
3 Lect Hrs, 3 Credits

LATAM 302
Puerto Rico: Modernity, Cultural Identity and Politics
This course investigates the problematic development of Puerto Rican identity in view of the rise of modernity in Latin America and the imposition of US political hegemony in the Caribbean. Through an analysis of various cultural artifacts, the course will elucidate the main components of Puerto Rican cultural discourse, among them the dilemma of political definition, the rise of cultural nationalism, and the challenges of modernity.
3 Lect Hrs, 3 Credits

LATAM 303
Reform and Revolution in Latin America
This course examines case studies of 20th century political movements in Latin America that have attempted to restructure social and economic systems and establish new political orders. Readings provide historical background. Topics include: guerrilla insurgency; revolutionary agendas and reforms; revolutionary cultures and identities; and new social movements, including women's movements.
3 Lect Hrs, 3 Credits

LATAM 306
The Caribbean: Culture and Society
This course examines the cultural and social development of the peoples of the Caribbean. A point of departure is the impact of Western colonization of the region and the ways in which the "narrative" of said colonization expresses the cultural dilemma and social implications of this process. Topics: the Haitian revolution, the Spanish American War, the Cuban Revolution, and others.
3 Lect Hrs, 3 Credits

LATAM L336 (ANTH L336)
Ancient Mesoamerica
This course uses archaeological and ethnohistorical data to chart the prehistoric transformation of Mesoamerica into the setting for several of the ancient world's most intriguing urban civilizations, including those of the Maya and the Aztecs. Emphasis is given to the common social patterns and ideological premises underlying the region's long-term cultural and political diversity.
Prerequisite: ANTH 102 or 107 or permission of instructor.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Ms Zeitlin

LATAM L338 (ANTH L338)
Ancient Peru: The Incas and Their Ancestors
This course uses ethnohistorical and archaeological data to examine the foundations of complex society in Andean South America; and stresses, as an underlying theme, human adaptation to the constraints and possibilities of the diverse Andean environments. Special emphasis is given to the accomplishments, both real and idealized, of the last of Peru's prehistorical civilizations, the Inca Empire.
Prerequisite: ANTH 102 or 107 or permission of instructor.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Ms Zeitlin

LATAM 350
Latin American Popular Cultures
This course examines popular culture in Latin America. Topics include religious rituals and symbols; secular festivals; dance; food; and sport. Introductory historical and theoretical frameworks provide analytical tools for examining tensions between elite and popular cultures; popular cultures as oppositional and national identities; production and consumption of popular cultures; and the meanings that cultural symbols acquire in Diaspora.
3 Lect Hrs, 3 Credits

LATAM 360
Language and Power in Latin America
This course will examine how basic elements of Spanish—structural elements like syntax, morphology and semantics, and social elements like notions of language, dialect and register—interact with the power exercised by governments, the media, business, educators and others in the Hispanic world.
3 Lec Hrs, 3 Credits

LATAM L375 (PORT L375)
Brazilian Civilization
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course discusses the distinctions and similarities in the development of Portuguese America and Spanish America. Readings include historical source material, novels, and modern studies on Brazil. Conducted in English. Fulfills a requirement for Latin American Studies Program.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Latin American Studies Program

LATAM 400
Mini-Courses
Short courses in Latin American Studies on specialized problems of historical and contemporary interest.
Hrs by arrangement, 1-2 Credits

LATAM L 454 (SPAN L454)
Argentina
This course is a cultural interpretation of Argentina based primarily on historical, cultural, and literary works. The aim is to explore the process of nation-building in the Latin American context. Topics include: the role of the intellectual in political culture; gender and nation; literature and nationlism; media and politics; and globalization.
Prerequisite: Knowledge of Spanish.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LATAM 478, 479
Independent Study
Hrs by arrangement, 3 Credits

LATAM 480
Seminar in Latin American Studies
Required course for all students in the program. This course will examine in-depth a selected topic. Students will write a research paper.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

LATAM 481
Capstone Seminar
Required capstone seminar for Latin American Studies concentrators builds on themes and methods developed in the program's introductory and intermediate courses. Seminar addresses varying topics in history, civilization, cultures, and societies applicable to all Latin America, using interdisciplinary frameworks to examine regional and national differences. Students participate in seminar, conduct research, and write a research paper.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

LATAM 485
Special Topics
Selected topics in Latin American Studies, taught by staff or visiting lecturers.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

LATINO/LATINA STUDIES PROGRAM

Faculty

Luis Aponte-Parés (CPCS), Associate Professor and Director; Ana Aparicio (CLA, Anthropology), Gonzalo Bacigalupe (GCOE), Lilia Bartolomé (CLA, Applied Linguistics), Ann Blum (CLA, Latin American Studies), Lawrence Blum (CLA, Philosophy), Jason Cortes (CLA, Hispanic Studies), Ramona Hernández (CPCS, Latino Studies), Glenn Jacobs (CLA, Sociology), Martha Montero-Sieburth (GCOE), Andrés Paniagua (CPCS), Lisa Rivera (CLA, Philosophy), Lorna Rivera (CPCS, Social Change), Rachel Rubin (CLA, American Studies), Ester Shapiro (CLA, Psychology), R. Timothy Sieber (CLA, Anthropology), Marta Sierra (CLA), Andres Torres (CPCS, Gastón Institute), Miren Uriarte (CPCS, Social Change), and Raul Ybarra (CPCS, Social Change)

The Latino/Latina Studies Program, administered collaboratively by the College of Liberal Arts and the College of Public and Community Service, is an ethnic studies program focusing on Latino(a)s in the United States, the largest minority group both in the country as a whole and in the Commonwealth of Massachusetts. Immigration is an important theme of the program, but Latino/Latina Studies also gives attention to the 64% of all Latinos who are US born, and to the extensive contributions that Latino(a)s have been making since the 16th century to the history of North America. As an ethnic studies program, Latino/Latina Studies also provides a site for more organized mentoring of UMass Boston's Latino/Latina students, as well as many non-Latino students, who seek deeper understanding and cultural competency of this important and still growing population group in contemporary North America.

The core of the program lies in the unification of its interdisciplinary character through a social science emphasis. Institutionally, this posture is enhanced by the program's coordination and affiliation with faculty and personnel from a number of the University's colleges, institutes and academic departments. These include, among others, the Programs in American Studies, Latin American Studies, and Women's Studies; the Departments of Africana Studies, Anthropology, Hispanic Studies, Psychology, Philosophy, and Sociology; and the Mauricio Gastón Institute for Latino Community Development and Public Policy. These affiliations enhance the mentorship of program concentrators who are encouraged to acquire research skills comprising familiarity with and use of scholarly source materials and the acquisition of skills in quantitative and qualitative data analysis. Many of the faculty teaching in the program are social science researchers who encourage students to do replications of, as well as carry out their own original research.

More than a congeries of courses, the Latino/Latina Studies Program's social science orientation emphasizes theory, research, and policy objectives. The core faculty associated with the program are familiar with and use social science theories, concepts, data, and course materials in the study of US-based Latinos. The ongoing research work of staff and faculty at the Gastón Institute and their support of the Latino Leadership Opportunity Program (LLOP) represent an important resource to students working on issues significantly affecting the Latino community. The Latino/Latina Studies curriculum consists of courses predominantly taught by social scientists in CLA departments and programs, the Gastón Institute, and CPCS.

Although its primary emphasis is social science, the program recognizes the importance of the humanities, and incorporates them through a range of courses on cultural issues and history, related both to sending regions for some Latino immigrants and the dynamics of everyday life in the US-based Latino communities. These courses are offered by faculty in such disciplines as American Studies, Anthropology, Africana Studies, Hispanic Studies, and Latin American Studies. All areas of the program are dedicated to encouraging clear, critical thinking about issues of social organization, politics, policy and cultural production.

Academic Requirements and Curriculum Organization

The program asks students to distribute their studies among four thematic curriculum areas where their study will provide a basic grounding in contemporary Latino/Latina studies scholarship, research, and policy issues. The six courses or competencies required to complete the program include three required courses or competencies, a capstone that can be chosen from among several alternatives, and two free electives. Non-CPCS students may include no more than two courses offered through CPCS. The Latino/Latina Studies program is open to undergraduate students in any of the University's colleges.

Curriculum Areas

1. History and Development of Latino Communities in the United States
   a. Required:
      - AMST 201/LATCTR220 (Latinos in the US) This course sketches the development of people of Hispanic descent in the United States, and aims to understand how this history intersects important junctures in US history. The course explores the following themes: 1. Who are the Latino groups; 2. Important historical junctures in US and Latino history; 3. Emigration, migration and settlement; 4. The impact of Latinos in US cultural landscapes; and 5. Issues surrounding the development of pan-ethnic identities. These five areas are explored in greater depth in other courses in the Latino Studies concentration.

   b. Electives:
      - ANTH 273 /LATCTR 273 (Peoples and Cultures of Mesoamerica) A survey of Mesoamerican ethnology, including an introduction to cultural and linguistic regions through comparisons of ethnographic materials. Emphasis is given to acculturation, during the colonial period, among indigenous and Spanish-speaking populations, and in the contemporary period, on social change among rural and urban sectors.
      - ANTH 274 /LATCTR 274(Caribbean Cultures) An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration, with attention to the importance of transnational communities and migrations that link the islands with the North American mainland.
      - LATAM 101 (Culture and Society in Contemporary Latin America) An introduction to contemporary Latin American society and culture, including a description and analysis of major social, political, and religious institutions, as they are manifested on local, regional, and national levels.

Latino/Latina Studies Program

2. Latino Community: Migration and Settlement
   a. Required:

   Either:
   - SOCIOL L322 / LATCTR 332 (Latino Boston: Immigrant Adaptation and Community Formation in an Urban Context) Concepts in the sociology of immigrant community formation are presented throught the lens of the formation of Boston's Latino community. Themes include the role of immigrant networks in early community formation; the processes of social and economic incorporation of immigrants; the role of geographic concentration of urban space; the role of community organizations; and racial/ethnic identity formation.

   or
   - LATAM 301 (Hispanics in Urban America) This course examines the Puerto Rican, Mexican, Cuban and Dominican migrations to the North American mainland. A preliminary overview of the historical and cultural backgrounds of these migrations will be followed by a more focused analysis of organizational, occupational, educational, medical and housing patterns within the Spanish-speaking population of Boston.

Electives:
- ANTH 252 /LATCTR 252 (Urban Anthropology) This course offers a comparative study of the form and quality of urban life in the contemporary US and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analysis of cities, and considers their significance in the broader field of urban studies. Case materials used in the course focus mainly on Latino and Latin American examples.
- LATCTR 313 (The Political Economy of the Latino Community) This course applies theories of political economy—traditionally based on a class analysis of society—to assess the causes and consequences of Latino poverty in Massachusetts. We will introduce notions of race and gender to further our political economic analysis. Issues addressed: economy of the "barrio," workforce development, community economic development, and anti-poverty strategies.

3. Latino Community: Identity and Cultural Process
   a. Required:

   Either
   - AFRSTY/AMST L350 /LATCTR 350 (Race, Class, and Gender: Issues in US Diversity) This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. The course examines both the commonalities and the differences that different historical experiences have generated.

   or
   - PHIL 232 /LATCTR 232 (Philosophy and Multiculturalism) The course explores the philosophical dimension of three or four of the following issues central to current debates concerning multiculturalism in society: cultural respect; ethnic and racial identities; speech codes; cultural and moral relativism; multiculturalism, separatism, and unity.

   b. Electives:
   - LATCTR 120 (Reading Life Histories: Latino Narratives) Latino literature today forms one of the most powerful and provocative bodies of literature, yet this is an area of literature that has been relatively ignored and excluded. This course/ competency concentrates on the Latino narrative so as to trace and reconstruct our own histories, our own social realities. The class focuses on the autobiography because it is predicated on the relation between a sense of self and community, between the historical past and the present, between understanding ourselves and losing ourselves
   - SOCIOL 480-1/LATCTR 334 (Cuban Culture, Religion and Music) This course looks at the development of Afro-Cuban culture within the context of Cuban history and race relations in society. It examines the key religions of African origin practiced in Cuba today: Yoruba (Santería), Dahomean (Arara), Congo (Palo), and Abakua. Because music is so integral to the practice of Afro-Cuban religions, it is of equal importance to examine it and see the place it occupies in its social context.
   - AMST 353 /LATCTR 353 (Border Cultures) An introduction to the field of border studies, this course investigates the linguistic, cultural and historical meanings of the concept of "border" for several Latino/a groups, particularly Puerto Ricans, Mexican Americans, and Cuban Americans. While attending to the distinct histories of the groups in question, the course also looks for cultural and artistic links which connect Latino people.
   - WOST 225 /LATCTR 225 (Latinas in the United States) This course provides an overview of the experiences of Latina women in the United States, focusing on the three themes of migration, the settlement process, and the question of identity. The course explores the contexts of family, employment, community organizing, and gender roles.
   - PHIL Z281 /LATCTR 281 (Latina Politics and Women). This course addresses some of the political, social and economic issues facing Latinas in the US, tackling questions about how to define and understand Latina identity and the political role that identity has on Latinas' lives and political struggles.
   - SPAN 367 (Literature of Hispanic People in the US) This course examines how shifting cultural identities of Hispanic/Latino writers in the United States are represented in literature. Topics include migration as literary representation, the role of the media; gender tensions; translation in literature, and issues of national and racial origins.

Latino/Latina Studies Program

- SPAN 468 (The Caribbean: Cultural Fabulations) This course examines the literary and cultural production in the Hispanic Caribbean: Cuba, Domincan Republic and Puerto Rico. Through the analysis of various cultural artifacts, the class will formulate the basic components of a Caribbean cultural discourse. Topics include literary modernity, neo-primitvism and negrismo.

4. Research and Critical Thinking: Writing and Working Toward the Capstone

   Students choose an appropriate capstone experience—in the social sciences, the humanities, or policy studies—that builds on their major program of study and reflects their goals for career and further education. The heart of each capstone is close mentoring of students by Latino/Latina Studies faculty, with a focus on the development of research and policy analysis skills. Students choose from among the following:

   a. Policy research internship through the Gastón Institute (including LLOP), or
   b. Community-focused research under the mentorship of Latino/Latina Studies faculty and associates, using a variety of vehicles in any college and in any department—e.g., departmental honors courses, faculty research projects, independent studies, internship courses, and research methods courses that entail completion of a research project.
   c. A research project in cultural studies (literary studies, film, gender studies, etc.). Examples may include AMST 405 (Immigrant Experience) or AMST 435 (American music and literature, with a Latino music/literature component)

LINGUISTICS PROGRAM

Director

Professor Esther Torrego

The Program

Linguistics explores the structure of language and its role in human affairs. Language can be approached in a variety of ways: as something children learn without instruction, as the product of cultures and social groups, as the medium of literature. Because of the way linguists approach the study of grammar today, that is, as a model of a speaker's actual knowledge of his/her language, linguistics is part of the study of human psychology in a broad sense. The techniques of linguistic analysis provide a variable tool for approaching literature, as well as anthropology, prelegal and premedical studies, foreign languages, and philosophy. Thus linguistics is related to the sciences and to the humanities.

Requirements

Students in the Linguistics Program must complete seven courses (twenty-one credit hours):

An introductory course: LING 201 (Introduction to Linguistics) or ANTH 281 (Structure of Human Language) or ANTH 285 (Language and Culture)

A course on speech sounds: LING 230 (Speech Sounds and Theory) or APLING 664 (Phonetics and Phonemics)

A course on grammar: LING 310 (Transformational Syntax).

The linguistics junior- or senior-year independent study: LING 478-479 (Independent Study).

A sequence of three advanced courses: Students select three advanced courses in areas of special interest, for example:

- ANTH 385 (The Ethnography of Speaking)
- ENGL 341 (Language and Literature)
- LING 351 (Comparative History of Romance Languages)
- PHIL 360 (Bertrand Russell)
- PHIL 440 (Logic and Language)
- PSYCH 346 (Language Development)
- PSYCH 356 (Psychology of Language and Thought)
- SPAN G200 (Boston Speaks)
- SPAN 314 (Language Arts) or an advanced course in the grammar or history of a language, or an advanced course in computer language, or a tutorial or independent study in linguistics. Linguistics courses offered by the Applied Linguistics MA program also satisfy Linguistics Program requirements.
- SPAN 420 (Comparative Syntax)
- SPAN 411 (History of the Spanish Language)
- SPAN 412 (Spanish Semantics)

Foreign Language

Linguistics students are required to achieve intermediate standing in a second language or in sign language, or in an artificial language (logic, computer languages).

Many of the courses satisfying Linguistics Program requirements are given by other departments. They deal with a variety of linguistic interests: acoustic phonetics, comparative linguistics, composition theory, Creole language, ethnolinguistics, language development and disorder, language history, literary stylistics, philosophy of language, physiology of language, semiotics, and sociolinguistics,

Transfer Credit Policy

The linguistics faculty is happy to recommend that transfer students receive credit for university-level courses in linguistics taken at other institutions. It considers each request for transfer credit on its own merits. Students should be prepared to provide course descriptions, syllabi, and transcripts. For further information, please consult the program director.

Pass/Fail Option

No more than one course taken on the pass/fail option may be counted toward program requirements.

Courses

LING 151
Elementary American Sign Language I
This course provides an introduction to American Sign Language with an emphasis on receptive skills, vocabulary, and grammar; it also introduces the linguistics of ASL. In addition, through readings, guest speakers, and videotapes, the course seeks to help students develop their awareness of issues important to the Deaf community.
3 Lect Hrs, 1 Lab Hr, 3 Credits

LING 152
Elementary American Sign Language II
A continuation of LING 151 with emphasis on receptive and expressive skills.
Note: LING 152 may be used as a distribution course only after successful completion of LING 153.
Prerequisite: LING 151 or permission of the instructor.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LING 153
Elementary American Sign Language III
This course provides an intensive review of introductory ASL, followed by further study of grammar and language skills, correlated with advanced elementary level reading related to Deaf culture.
Prerequisites: LING 152, or permission of instructor.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

LING 201
Introduction to Linguistics
An introduction to the modern study of language viewed as a crucial factor in understanding the human mind. The course provides the scientific tools needed to describe language. Recommended for all language-related specialties as well as for general education.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LING 230
Speech Sounds and Theory
This course introduces students to the ways linguists analyze speech sounds: articulatory and acoustic phonetics, phonemes and phonological theory, and research methods applied to the sound systems of languages.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LING Z284
Special Topics in American Sign Language
This course involves the intensive study of a particular aspect of American Sign Language and its culture, taught in ASL.
Prerequisite: LING 153 or permission of instructor.
3 Lect Hrs, 3 Credits

Linguistics Program

LING 310
Transformational Syntax: An Introduction to Chomskyian Linguistics
This course trains students in the use of linguistic principles and methods developed since 1957 by Noam Chomsky and his followers. Please note: Students who have successfully completed LING 310 may not subsequently take APLING 610 for credit.
3 Lect Hrs, 3 Credits

LING 351
Comparative History of Romance Languages
This course involves the comparative study of the evolution of the Romance languages from Latin, with analysis of the most representative texts from each period and language. Particular emphasis is given to French, Italian, and Spanish. (No knowledge of these languages is required.)
3 Lect Hrs, 3 Credits

LING 479
Independent Study
Independent research under the supervision and guidance of a member of the Linguistics faculty. Permission from the instructor must be obtained before registering for this course.
Hrs by arrangement, 1-3 Credits

DEPARTMENT OF MODERN LANGUAGES

Faculty

Brian Thompson, Professor and Chair; Professors Fiora Bassanese, Diana L Burgin, Edythe Haber (Emerita); Associate Professors Antonio Carrara, Carl Cedargren; Assistant Professors Andrew Boelcskevy, Alexander Des Forges, Pratima Prasad; Lecturer Takeshi Kokubo

The Department

The Department of Modern Languages offers strong and varied programs in French, German, Italian, and Russian language, culture, and literature, taught by a faculty with considerable international experience. The department also offers smaller, but expanding, programs in Chinese language, literature, and film and in Japanese language, literature and culture. Course offerings are designed to serve the educational needs of students who want to acquire a knowledge of foreign languages from the elementary to the advanced level, and who wish to explore the richness of literary and cultural traditions outside the United States. The main objective of the department's academic programs is to provide students with practical and intellectually challenging undergraduate study that will enable them to make effective use of a foreign language in pursuit of their professional and personal goals. Students can major or minor in any of the department's four languages. Both major and minor programs give students considerable flexibility in selecting from among required courses; independent study and graduation with honors are available for majors in any of the department's languages.

Our course offerings also enable students majoring in other disciplines to develop knowledge of a second language and an awareness of cultural diversity. Many offerings are interdisciplinary, and several are given in English; these include an extensive selection of core courses in several distribution areas.

Department Policy on Enrollment in Language Courses

It is the policy of the Department of Modern Languages to exclude from its elementary- and intermediate-level courses any student who the Department deems to have significant knowledge of the target language. The departmental policy will be determined by examination of the student's transcript and/or administration of a placement test. Students who demonstrate native or near-native proficiency in the target language may apply for a waiver from the foreign language distribution area. Such students are encouraged to enroll in advanced (300 level and above) language, culture, and literature courses.

Honors

The Department of Modern Languages offers an honors program in all its majors: French, German Studies, Italian, and Russian Studies. To be eligible, students must have a) completed at least six courses towards the major, not counting intermediate proficiency in the language; b) achieved a University cumulative GPA of 3.0 and a 3.25 cumulative average in major courses through the junior year. A student wishing to do honors work should seek out a departmental advisor willing to direct the honors paper. After receiving approval from this advisor, the student must apply in writing to the chair of the department for admission to the honors program, preferably before the beginning of the senior year.

An honors candidate enrolls in his/her major's "Honors Research Project" course (498) in the first semester of the senior year. If this course is completed successfully, the student enrolls in "Senior Honors Thesis" (499) in order to complete his/her research and write the thesis. All theses will have two or three readers: The advisor and one or two other faculty members chosen by the student with departmental approval. All readers must approve the thesis, which will then be submitted to the department in a timely fashion to meet the College's deadline. The student will present his/her final thesis to the department.

General Requirements for Major in French, German Studies, Italian, Russian Studies

- Only one course taken on a pass/fail option can be counted toward the major.
- No course with a grade below C- can be counted toward the major.
- Students must attain a 2.0 average in their major in order to graduate.

French

Requirements and Recommendations

The Major

Majors are required to take a minimum of ten departmental courses at the 300 or 400 level. At least five of these must be taken at UMass Boston. Students choosing to major in French may to a large extent design a program which reflects their own interests and objectives. Only three specific courses (or their equivalents) are required of all students: FRENCH 301, 302, and 303.

Beyond these three courses, majors may group the remaining seven required courses on one of two tracks. The track in French literature requires at least five upper-level literature courses, representing at least three different centuries; plus at least two upper-level courses in language or culture. The track in French language and culture requires at least five upper-level courses in language or culture; plus at least two upper-level courses in literature. Specific information about matching particular courses to either of the two tracks is available from the departmental advisor to majors, or from the chairperson.

Other requirements for majors:

- Students must attain a 2.0 GPA in the major by the time they graduate.
- No upper level course may be taken for major credit on a pass/fail basis

The Minor

Students majoring in another discipline may minor in French. They should discuss their program with the departmental chairperson. Minimal requirements include:

- Intermediate competence (FRENCH 201-202 or equivalent)
- FRENCH 301 (Composition et stylistique) (or equivalent)
- Three additional courses at the 300 or 400 level, in French language, literature or civilization.

Honors

See "Honors" at the beginning of the Modern Language Department section.

Year of Study in France

Each year the Department of Modern Languages sponsors a full academic year of study in Paris (mid-September to mid-June) under the direction of a member of the UMass Boston or UMass Amherst faculty and a resident French assistant. The pro-

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gram is not limited to French majors, but all applicants must have sufficient training in French (at least four or five semesters of successful college-level French, or equivalent) and the approval of their major department.

Our program is one of the least expensive ways to spend an academic year in Paris: the fee includes room, board, and tuition, as well as visits within and outside Paris, a theater course in which students attend a different play every two weeks in the spring, and special courses and tutorials offered by the Director and the Assistant in Paris. Students enroll at Paris VII or other "facultés" of the University of Paris, at the Institut Catholique, or at the Institut de Sciences Politiques ("Sciences Po"), according to their interests and abilities. In addition to formal course work, the intense artistic and cultural life of Paris offers an experience unequaled anywhere else in the world.

Transfer Credit Policy

Transfer students must complete at least fifteen of the thirty credits for the French major under the auspices of the Department.

German Studies

Requirements and Recommendations

The Major

A minimum of 30 credits beyond the intermediate sequence (GERMAN 201-202) is required (the equivalent of 10 3-credit courses). Requirements include

A. GERMAN 301-302 (Advanced German I and II: Contemporary German Life and Culture).

B. GERMAN 330-331 (Introduction to German Literature and Culture I and II).

C. GERMAN 230 (Crisis and Continuity: German Culture and Society in the 20th Century).

D. GERMAN 250 (German Culture from Luther to Hegel); or HIST 328 (Germany to 1815) and HIST 329 (Germany, 1815-1945).

E. Two or three additional courses, to be selected with major adviser's approval, from those offered by German studies faculty and from courses outside the department. If requirement D is met by the History 328 and 329 sequence, only two additional courses must be taken under this requirement; if requirement D has been met by GERMAN 250 three courses must be taken. Courses may be selected from the following lists, but at least one course selected must be offered by a department other than Modern Languages. No more than two courses from list c) may be counted for the major.

a) Courses offered by German faculty in the Modern Languages Department (Please note: some of these courses are offered only occasionally, when demand and resources permit)
- GERMAN 165 (Masterpieces of German Literature)
- GERMAN 208 (Business German)
- GERMAN 260 (Aspects of Modern German Literature)
- GERMAN 263 (Germany in the Twentieth Century: Weimar and Nazi Culture)
- GERMAN 275 (Images of Women and Men in German Literature)
- GERMAN 277 (The World of Kafka)
- GERMAN 279 (Thomas Mann: The Writer and His Times)
- Any 400-level course offered in German
- HUMAN 271 (Literature of the Holocaust)

b) Courses with a significant German component (1/3 or more):
- ART 347 (Arts of Power) (when relevant)
- EURST L200/MDNLNG L200 (Europe Today)
- HIST 327 (Germany since 1945)
- HIST 328 (Germany before 1815)
- HIST 329 (Germany, 1815-1945)
- HIST 358 (War in the 20th Century)
- HUMAN 254 (Romanticism and European Literature)
- MUSIC 202 (Music History II: Bach, Händel, Haydn, Mozart, Beethoven, Schubert)
- PHIL 455 (Hegel)
- PHIL 462 (Critical Philosophy of Kant)
- PHIL 465 (Kant's Moral Philosophy and Its Critics)
- PHIL 470 (Wittgenstein)
- POLSCI 472 (Political Philosophy of Hegel)

c) Courses with general European content and minor German component:
- ART 202 (Renaissance to Modern Art)
- ART 210 (Studies in the History of Art) (when relevant)
- ART 314 (Northern Painting of the 17th Century)
- ART 316 (Painting 1780-1850) (including Runge, Friedrich)
- ART 339 (Twentieth Century Architecture)
- ECON 208 (History of Economic Thought) (including Marx, the German History School)
- ECON 334 (International Trade)
- ECON 372 (Comparative Economic Systems)
- HIST 313 (19th Century Europe)
- HIST 315 (Europe, 1900-1945)
- HIST 316 (Europe since 1945)
- HIST 338 (Jewish History since 1500)
- HUMAN 220 (MDNLNG 220) (Hades, Heaven, and Hell)
- MUSIC 203 (Music History III)
- POLSCI C252 (Modern Political Thought)
- POLSCI 220 (International Relations)
- POLSCI 224 (The Political Novel)
- POLSCI 305 (Images of World Politics in Film and Literature)
- POLSCI 353 (European Political Development)
- POLSCI 354 (Postwar European Problems)
- POLSCI 361 (The Politics of Eastern Europe)
- THRART 218 (Modern European Drama)

F. GERMAN 490, the German Studies Seminar, an integrative and in-depth seminar on a topic in German Studies, taught by German Studies program faculty from Modern Languages or another department. May be taken more than once if seminar topic is not repeated.

G. A semester or year of study abroad is strongly recommended for German studies majors. (See the Study Abroad adviser for information concerning the Baden-Württemberg Partnership Program.)

The Minor

A minimum of 12 credits (the equivalent of four 3-credit courses) beyond the intermediate sequence (GERMAN 201-202) is required. Requirements include

A. GERMAN 301 (Advanced German I) and GERMAN 302 (Advanced German II: Contemporary German Life and Culture).

B. GERMAN 230 (Crisis and Continuity: German Culture and Society in the 20th Century) or GERMAN 250 (German Culture from Luther to Hegel).

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C. At least one other course from those listed above under German Studies Major requirements B, C, D, E, or F.

Honors

See "Honors" at the beginning of the Modern Language Department section.

Transfer Credit Policy

Transferring German studies majors must take a minimum of 4 courses in the department, at least 2 of which must be at the 300 or 400 level, including at least one seminar.

Italian

Requirements and Recommendations

Students wishing to major in Italian must have achieved intermediate competence before embarking on one of the two major tracks offered.

The Major

A minimum of 30 credits beyond the intermediate sequence (ITAL 201-202) is required. Students choose one of the two following major tracks.

I. Italian Literature and Language

All students must take:

- ITAL 301 (Advanced Composition and Conversation) and ITAL 305 (Language of Modern Italy), and
- ITAL 311-312 (Introduction to Italian Literature I and II)

The remaining six courses will be distributed as follows:

- Two courses at the 300 level (period courses)
- Two courses at the 400 level (genre courses)
- Any two courses (in English or Italian) from departmental offerings, subject to advisor's approval.

I. Italian Studies

All students must take:

- ITAL 301 (Advanced Composition and Conversation) or ITAL 305 (Language of Modern Italy)
- ITAL 311-312 (Introduction to Italian Literature I and II)

The remaining seven courses will be distributed as follows:

- Two courses, one at each level, from the 300- and 400-level offerings
- ITAL 260 (Tradition and Change in Italian Culture) or equivalent, subject to departmental approval
- Four courses taken from departmental offerings in English. With the permission of the chairperson of the Department, students can substitute one art course and one history course, if they wish, for departmental offerings in this category. These must be chosen from the following list:
  - ART 311 (Early Italian Renaissance Art)
  - ART 312 (Late Italian Renaissance Art)
  - ART 313 (Baroque Art and Architecture in Italy)
  - HIST 317 (Mussolini and Italian Fascism)
  - HIST 334 (Italy Since 1815)

The Minor

Students majoring in another discipline may minor in Italian. They should discuss their program with the departmental chairperson. Minimal requirements include

- Intermediate competence (ITAL 201 and 202)
- ITAL 301 (Advanced Composition and Conversation), or ITAL 305 (Language of Modern Italy).
- One course to be chosen from the departmental offerings in English
- Two advanced courses (300 level or above) to be chosen from the departmental offerings in Italian.

Honors

See "Honors" at the beginning of the Modern Language Department section.

Transfer Credit Policy

A student who transfers from another accredited institution may be granted up to fifteen credits toward the major requirement. Transfer students must, however, consult with the department chair as early as possible after registration.

Russian Studies

Students considering a major in Russian Studies should first consult Ms. Burgin or the department chair. Required courses may not be available.

Requirements and Recommendations

The Major

I. Lower Division Course Requirements
   - Intermediate Language Proficiency (RUSS 202 or equivalent) and
   - RUSS 260 (Russia Today: Introduction to Russian Studies)
   - One of the following:
     - RUSS L255 (WOST L255) (Women in Russia)
     - RUSS 261 (Russian Literature in Translation I),
     - RUSS 262 (Russian Literature in Translation II),
     - RUSS 263 (Russian Culture and Civilization)
     - RUSS 264 (Soviet Life and Culture)
     - RUSS G268 (Russian Short Masterpieces)

II. Upper Division Course Requirements
   - Communication Skills Component (Speaking, Understanding, Reading, Translating Russian). All Russian studies majors must take
     - RUSS 303 (Communicating in Russian)
     - RUSS 321 (Reading and Translating Russian)
     - RUSS 322 (Readings in Russian Literature)

History courses:

- HIST 323 (Russian History I)
- HIST 324 (Russian History II)
- HIST 349 (AMST L349) (Cold War: Rise and Fall)

Russian literature courses (Readings in Russian):

- RUSS 341 (Nineteenth Century Russian Poetry)
- RUSS 359 (Twentieth Century Russian Poetry)
- RUSS 481-482 (Special Topics)

Political science courses:

- POLSCI 361 (The Politics of Eastern Europe
- POLSCI 363 (Politics and Society in Present-day Russia)
- POLSCI 430 (Russia and Other Soviet Successor States)

The Minor

I. Lower Division Course Requirements
   - Intermediate Language Proficiency (RUSS 202 or equivalent)
   - One of the following culture courses: RUSS 263 (Russian Culture and Civilization), RUSS L255 (Women in Russia)

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II. Upper Division Course Requirements
- Three of the upper division courses required for the Russian studies major, as shown above. At least one course must come from each of the two categories listed (communication skills and specialty areas).

Honors

See "Honors" at the beginning of the Modern Language Department section.

Transfer Credit Policy

The department will normally transfer 16 credits toward the major in Russian; however, students who petition the department may be granted additional transfer credit.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example "MDNLNG L200 (EURST L200)," which is cross-listed with the Program in European Studies.

Courses in Modern Languages

MDNLNG L200 (EURST L200)
Europe Today
An interdisciplinary introduction to major issues confronting contemporary Europe, the seminar covers the following topics: the European Community in historical perspective, physical and political geography, ethnic and religious diversity, new migration patterns, language barriers, diverse political and economic structures, current problems such as environment, integration of "East" Germany, racism and new nationalisms, and other emerging issues.
Prerequisite: Sophomore standing.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Boelcskevy, Ms Burgin, Mr Thompson

MDNLNG L220 (HUMAN L220)
Hades, Heaven, and Hell
This team-taught, interdisciplinary course first explores Hades from Ovid to Cocteau. It then moves to heaven and hell to examine the Christian symbolism of good and evil, angels and devils, sin and redemption in European literature, film, and the arts.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Boelcskevy

MDNLNG L240 (HUMAN L240)
Images of War
This course examines the historical and cultural background, in literature and film that arose out of World Wars I and II, with a focus on the reading and analysis of classic war novels and poetry in Italian, German, Russian, Japanese and American literature.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lecture Hrs, 3 Credits
Ms Burgin

MDNLNG Z290
Special Topics
Various selected topics in European literature, culture, and language.
1-3 Lect Hrs, 1-3 Credits

MDNLNG 390
Special Topics Seminar
Selected topics in European literature, culture, and language in a seminar setting.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Chinese Language, Literature, and Film Courses

CHINSE 101
Elementary Chinese I
For students with no previous training in Chinese. Introduction to pronunciation (Mandarin), grammar, conversation, Chinese characters and the Pinyin romanization system.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Des Forges

CHINSE 102
Elementary Chinese II
A continuation of CHINSE 101. Grammar, pronunciation, conversation, reading, and writing.
Prerequisite: CHINSE 101 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Des Forges

CHINSE 201
Intermediate Chinese I
Continuation of CHINSE 102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: CHINSE 102 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Des Forges

CHINSE 202
Intermediate Chinese II
Continuation of CHINSE 201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: CHINSE 201 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Des Forges

CHINSE 260
Modern Chinese Fiction in Translation
Short stories, novels, and essays from twentieth-century China in English translation. Some questions to be considered: What is literature? What role does politics play in the production of literature? Is there a meaningful relationship between literary theory and literary practice?
Distribution I Area: Philosophical and Humanistic Studies.
2 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Des Forges

CHINSE 276
Chinese Cinema
This course is an introduction to movies made in China, Hong Kong, and Taiwan, with particular attention to questions of cinematic style and technique. At the same time, it locates Chinese film in an international context—interpreting it with reference, on the one hand, to European, American, and Japanese film and, on the other, to changing economic, social, and political circumstances over the course of the last century. The course is taught in English; no knowledge of Chinese is necessary.
2 Lect Hrs, 2 Disc Hrs, 4 Credits
Distribution I Area: The Arts.
Mr Des Forges

CHINSE 301
Advanced Chinese I
A course in written and spoken Chinese beyond the intermediate level. This course aims at developing students' reading comprehension and speaking proficiency through the study of materials on contemporary China. The Pinyin romanization system is practiced in the classroom for accurate Mandarin speech.
Prerequisite: CHINSE 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Des Forges

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CHINSE 303
Readings in Chinese: 20th Century
Short stories, essays, and other writing in Chinese. Among other topics, we will consider changing views of gender and sexuality, the interplay of aesthetics and politics in literature, and the relationship between literature and film. There will be several screenings of films based on short stories. Class discussion in Chinese.
3 Disc Hrs, 3 Credits
Mr Des Forges

CHINSE 378
Independent Study
For those students wishing to pursue the study of Chinese language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisite: CHINSE 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

CHINSE 379
Independent Study
See CHINSE 378. (Course offered in the spring only.)
Prerequisite: CHINSE 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

CHINSE 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to the supervising instructor and the department. (Course offered in the fall only.)
Prerequisite: CHINSE 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

CHINSE 479
Reading and Research
See CHINSE 478. (Course offered in the spring only.)

French Courses

FRENCH G150
Self and Other in French Literature
For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

FRENCH 100
Intensive Elementary French
Intensive elementary work in the four language skills, with concentration on an audio-lingual approach, for students with no previous training in French. Students completing this course satisfactorily will be allowed to enter directly into courses at the intermediate level. Equivalent to one year of elementary French.
Prerequisite: Permission of instructor.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits

FRENCH 101
Elementary French I
Practice in the four language skills, with concentration on an audio-lingual approach, for students who have no creditable training in French. Includes an introduction to French and francophone culture. Weekly laboratory attendance and assignments required.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

FRENCH 102
Elementary French II
A continuation of FRENCH 101. Concentrated practice in the four language skills, with an audio-lingual approach, for students who have completed FRENCH 101 or its equivalent. Continued attention to French and francophone culture. Weekly laboratory attendance and assignments required.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

FRENCH 201
Intermediate French I
This course seeks to help students attain the level of intermediate competence in speaking, listening, reading, and writing, through imaginative and personalized activities that are relevant to student interests. These activities include an introduction to the culture and literature of the French-speaking world. Weekly laboratory attendance and assignments required.
Prerequisite: FRENCH 102, 115 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

FRENCH 202
Intermediate French II
This course seeks to build on the level of achievement reached in FRENCH 201. Participants study a variety of literary and cultural texts as models of written expression. Weekly laboratory attendance and assignments required.
Prerequisite: FRENCH 201 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

FRENCH 240
French Conversation
Regular practice in conversation on a wide variety of subjects, with a view toward building vocabulary and fluency.
Prerequisites: FRENCH 202 or equivalent, and permission of instructor.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Thompson

FRENCH 301
Composition et stylistique
A course in written expression beyond the intermediate level. Emphasis is on composition as well as on grammatical and stylistic analysis of contemporary texts.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

FRENCH 302
Initiation à la littérature et à la civilisation françaises: Depuis le Moyen Age jusqu'a la fin du 17e siècle
French literature and culture from the Middle Ages to the end of the seventeenth century. Selected readings from Chanson de Roland, courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Molière, LaFontaine, with lectures on the cultural backgrounds of the periods under study.
Prerequisite: FRENCH 301 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Prasad

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FRENCH 303
Initiation à la littérature et à la culture françaises-18e et 19e siècles
French literature and culture of the eighteenth and nineteenth centuries. Selected readings from Didèrot, Marivaux, Voltaire, Rousseau, Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Baudelaire, and Zola, with lectures on the cultural background of the periods studied.
Prerequisite: FRENCH 301 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Prasad

FRENCH 378
Independent Study
For those students wishing to pursue the study of French language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisites: FRENCH 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

FRENCH 379
Independent Study
See FRENCH 378. (Course offered in the spring only.)
Prerequisites: FRENCH 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

FRENCH 411
Thème et version
Translation from English into French, and from French into English, with analysis of the grammatical and stylistic problems presented by the texts.
Prerequisites: FRENCH 301, 302 and a course in French literature; or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Thompson

FRENCH 431
La littérature du 17e siècle Théâtre
Selected plays of Corneille, Racine, Molière. Close readings in the context of the social background.
Prerequisite: FRENCH 302 or 303, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

FRENCH 432
La littérature du 17e siècle: Poèsie et prose
Works by Bossuet, Boileau, LaFontaine, Madame de LaFayette, La Rochefoucauld, Madame de Sevignè, La Bruyère, Descartes, Pascal.
Prerequisite: FRENCH 302 or 303, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

FRENCH 441
Théâtre et roman du 18e siècle
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Didérot, JJ Rousseau, Laclos, and Prevost, among others.
Prerequisite: FRENCH 302 or 303, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Prasad

FRENCH 442
L'Age des Lumières (18e siècle)
Philosophical texts by Montesquieu, Didèrot, Voltaire, and Rousseau; *l'Encyclopédie.*
Prerequisite: FRENCH 302 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Prasad

FRENCH 452
Roman et théâtre romantiques
The French romantic theatre and novel of Hugo, Vigny, Musset, Sand, Balzac, and Stendhal.
Prerequisite: FRENCH 302 or 303, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Prasad

FRENCH 464
Roman du 20e siècle
Discussion of representative twentieth century novels, by such writers as Camus, Gide, Bernanos, Malraux, Robbe-Grillet, Sartre, Mauriac, Duras, ben Jelloun and Bâ.
Prerequisites: FRENCH 302 or 303, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Thompson

FRENCH 475
Civilisation contemporaine
The study of various aspects-historical, political, social, economic, and cultural-of today's France.
Distribution II Area: World Languages.
Prerequisite: FRENCH 302 or 303, or equivalent.
3 Lect Hrs, 3 Credits
Mr Thompson

FRENCH 477
Civilisation française
The study of various aspects-historical, political, social, economic, and cultural-of France, during the eighteenth and nineteenth centuries.
Prerequisite: FRENCH 302 or 303, or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Prasad

FRENCH 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisite: FRENCH 302 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

FRENCH 479
Reading and Research
See FRENCH 478. (Course offered in the spring only.)

FRENCH 490
Special Topics
Topics vary each semester according to instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

FRENCH 498
Honors Research Project
Independent and original investigation of a specific aspect of French studies of interest to the student, under the supervision of a departmental advisor. Student will read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should

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have completed at least 6 courses for the major; permission of both faculty supervisor and the departmental chairperson.
Hrs by arrangement, 3 Credits

FRENCH 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498; permission of both the faculty advisor and the department chairperson.
Hrs by arrangement, 3 Credits

FRENCH 500
La France d'aujourd'hui: mise à jour
This course, intended for high school teachers of French, is designed to help update their knowledge of contemporary France since the 1981 election of a socialist party government. Topics include the French way of life; domestic and international politics; national defense; the French economy and finances; moral and religious issues; the media; language; education; literature and the arts. Discussions also focus on the role of France in the world and among French-speaking countries, and France's relations with its former colonies and with the United States. The course, conducted in French, makes use of newspapers, magazine articles, TV programs, audio and video cassettes, the Internet, and film. Lectures, guest lectures, class discussions, reports by individual students, short written assignments, and a final examination are also in French.
3 Lect Hrs, 3 Credits

German Courses

GERMAN 100
Intensive Elementary German
An intensive elementary course aimed at developing the skills of reading, listening comprehension, speaking, and writing through exposure to a variety of cultural materials and activities in a small group setting. Open to students with no previous training in German. Covers a year's work in one semester. After completing GERMAN 100, students may enter courses at the intermediate level. (Course offered in the spring only.) (Course not offered every year.)
Prerequisite: Permission of instructor.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits

GERMAN 101
Elementary German I
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in German. Weekly laboratory attendance and assignments required. (Course offered in the fall only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

GERMAN 102
Elementary German II
Continuation of GERMAN 101. (Course offered in the spring only.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

GERMAN 165
Masterpieces of German Literature
Selected major works of German literature from the eighteenth century to the middle of the twentieth century. (Course not offered every year.)
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GERMAN 201
Intermediate German I
Development of the skills of speaking, aural understanding, reading, and writing on the intermediate level. Review and further study of grammar; vocabulary building; readings of varied materials; practice in oral and written expression. (Course offered in the fall only.)
Prerequisite: GERMAN 102 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
4 Lect Hrs, 4 Credits

GERMAN 202
Intermediate German II
A continuation of GERMAN 201; intensive work in skills of reading, understanding, speaking and writing. Through active engagement with a variety of written and audio-visual materials students improve their command of the language and deepen their knowledge of contemporary German culture. (Course offered in the spring only.)
Prerequisite: GERMAN 201 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
4 Lect Hrs, 4 Credits

GERMAN 230
Crisis and Continuity: German Culture and Society in the 20th Century
An interdisciplinary introduction to modern German culture, drawing on historical and literary texts, film, art and music. The course investigates such themes as national identity, authoritarian traditions versus modern movements, the roles of women and minorities as they appear in both popular and "high" culture from the turn of the century to reunification. In English. It is recommended that students enrolling in this course have at least sophomore standing.
Prerequisite: ENGL 101.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits

GERMAN 250
German Culture and Civilization from Luther to Hegel
Three hundred years of German life and thought expressed through politics, religion, philosophy, and the arts. Readings and discussions focus on national characteristics of the German people as well as outstanding artistic accomplishments in literature, the visual arts and music. Among the authors and artists considered are Luther, Dürer, JS Bach, Leibniz, Lessing, Kant, Goethe, Schiller, Mozart, Beethoven, and Hegel. In English.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

GERMAN 260
Aspects of Modern German Literature
Selected masterpieces of modern German literature including works by Mann, Hesse, Kafka and Brecht. Conducted in English. (Course not offered every year.)
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits

GERMAN 263
Germany in the Twentieth Century: Weimar and Nazi Culture
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in romanticism, folkish authors and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, Weltbühne, the Bauhaus group, and Nazi "Kultur." Conducted in English.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Cedargren

Department of Modern Languages

GERMAN 275
Images of Women and Men in German Literature
A study of changing cultural images and ideals of female and male as reflected in German literature from the Middle Ages to the present. No knowledge of German required. Also counts toward the Certificate in Women's Studies.
Distribution I Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits

GERMAN 277
The World of Kafka
The major works (in English translation) of Franz Kafka against the background of his life and times. Particular emphasis is given to the links between Kafka's writings and the events of his life as transmitted through his letters and diaries.
Prerequisite: ENGL 102 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Boelcskevy

GERMAN 279
Thomas Mann: The Writer and His Times
Major works of Thomas Mann in the context of his life and times. The course examines Mann as a prominent German writer and intellectual in an era when Germany rose to great heights of cultural achievement only to fall disastrously into a Nazi dictatorship. Readings include both Mann's fiction and nonfiction.
Prerequisite: ENGL 102 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

GERMAN Z280
Special Topics in German Literary and Cultural History
Announced topics, generally a particular author, work or historical moment.
3 Lect Hrs, 3 Credits

GERMAN 301
Advanced German I
Intensive training in German language skills beyond the intermediate level. The course combines work in composition, conversation, advanced grammar, and stylistic analysis of texts. (Course offered in the fall only.)
Prerequisite: GERMAN 202 or 206, or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GERMAN 302
Advanced German II: Contemporary German Life and Culture
A course aimed at developing an active command of the language and familiarity with contemporary German life and culture. Drawing on a variety of sources and materials, students discuss topics relevant to German-speaking cultures today; social and political issues; everyday life; art, film, literature. Activities may include journals and reports, debates, role-playing and performance. Taught in German.
Prerequisite: GERMAN 301 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GERMAN 330
Introduction to German Literature and Culture I
German literature and culture from the late Germanic period to Goethe. Discussions of political, social and religious issues and presentation of music, architecture and the visual arts provide the context for readings ranging from medieval epics such as Parzival and Tristan to the Faustus chapbook; Baroque poetry; and plays and poems by Lessing, Goethe and Schiller. Taught in German.
Prerequisite: GERMAN 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GERMAN 331
Introduction to German Literature and Culture II
German literature and culture from Romanticism to the recent unification. Discussion of political, social and aesthetic issues; presentations of music, architecture (Bauhaus), visual arts (Expressionism), and film provide the context for readings ranging from Romantic poetry, Büchner's *Woyzeck* and Nietzsche's *Zarathustra* to prose by Mann, Kafka, Hesse and Grass. Taught in German. Course offered every other year.
Prerequisite: GERMAN 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

GERMAN 378
Independent Study
For those students wishing to pursue the study of German language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. Course offered in the fall only.
Prerequisite: GERMAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

GERMAN 379
Independent Study
See GERMAN 378. (Course offered in the spring only.)

Please note: good reading and listening comprehension of German is prerequisite for all 400-level courses.

GERMAN 445
The German Novelle
The development of the German novelle from the nineteenth century to the present. Readings and discussions in German.
3 Lect Hrs, 3 Credits
Distribution II Area: World Languages.
Mr Boelcskevy

GERMAN 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one not ordinarily available in standard course offerings. A written prospectus detailing the plan of study must be submitted to the supervising instructor and the department. (Course offered in the fall only.)
Prerequisite: GERMAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

GERMAN 479
Reading and Research
See GERMAN 478. (Course offered in the spring only.)

GERMAN 480
Special Topics in German Literary and Cultural History
Announced topics, generally focusing on a particular author or work of historical moment. Taught in German.
3 Lect Hrs, 3 Credits

GERMAN 490
German Studies Seminar
In this integrative seminar the advanced student applies literary as well as interdisciplinary approaches to selected topics in German Studies. Readings, discussions, reports and a research project. The seminar may also guide the student toward independent study or an honors project. May be taken more than once if seminar topic is not repeated. Good reading knowledge of German required.
Prerequisite: GERMAN 330 or 331, or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Modern Languages

GERMAN 498
Honors Research Project
Independent and original investigation of a specific aspect of German studies of interest to the student, under the supervision of a departmental advisor. The student reads primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance of the prospectus by the student's proposed thesis supervisor are prerequisites for admission to GERMAN 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA 3.25 in the major. Students should have completed at least 6 courses for the major. Permission of both the faculty supervisor and the department chair.
Hrs by arrangement, 3 Credits

GERMAN 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA 3.25 in the major who have successfully completed 498. Permission of both the faculty supervisor and the department chair.
Hrs by arrangement, 3 Credits

Italian Courses

ITAL G266
Women in the Renaissance

For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

ITAL 100
Intensive Elementary Italian
An intensive language course that covers the entire elementary level in one semester, emphasizing listening and speaking skills. Accelerated work in conversation, grammar, and vocabulary. Open to all students with no previous academic training in Italian. After completing ITAL 100, students may enter courses at the intermediate level.
Prerequisite: Permission of department.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits
Ms Bassanese

ITAL 101
Elementary Italian I
For students who have no creditable training in Italian; intensive practice in the four language skills, with an audio-lingual approach. Weekly laboratory attendance and assignments required.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

ITAL 102
Elementary Italian II
The continuation of ITAL 101.
Prerequisite: ITAL 101 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

ITAL 165
Masterpieces of Italian Literature
Representative Italian masterpieces in English, from the Middle Ages to the twentieth century, such as Dante's *Vita Nuova*, Petrarch's love lyrics, Boccaccio's short stories, Macchiavelli's *The Prince*, Goldoni's theater, Leopardi's poetry, and Moravia's novels, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, and fundamental principles of art are examined.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 201
Intermediate Italian I
An intensive review of grammar and further development of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: ITAL 102 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara and Staff

ITAL 202
Intermediate Italian II
A continuation of ITAL 201.
Prerequisite: ITAL 201 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara and Staff

ITAL 260
Tradition and Change in Italian Culture
The roots of Italian culture lie in both the middle ages and in the Greco-Roman heritage of the peninsula. These traditions continue into contemporary Italian life, giving coherence and a unifying identity to a land formed of distinct regions, linguistic groups, and sociohistorical experiences. The course explores how succeeding generations integrated and reinterpreted their cultural past in literature, the fine arts, philosophical thought, and social history from the fourteenth to the twentieth century. The course is conducted in English.
Prerequisite: Sophomore standing or permission of department.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 261
The Modern Italian Novel
An analysis of the leading artistic and social problems of the twentieth century in works by such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

ITAL 262
The Theater of Italy
The evolution of the theater from the Renaissance to the avant-garde. Readings and discussions in English.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 267
The Renaissance View of Man
A study of Renaissance man's ideals concerning culture, education, artistic creativity, civic values, societal roles, and love, through a critical reading of pertinent texts. Readings and discussions in English.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 268
The Italian-American Experience: Literature and Society
This course uses works of fiction and nonfiction to examine the contribution of Americans of Italian descent to American civilization, and the interaction of the two cultures. Consideration is given to the particular regions from which immigrants have come. Readings and discussions in English.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Department of Modern Languages

ITAL 270
Dante's Divine Comedy
A close reading of Dante's masterpiece—*Inferno, Purgatory, Paradise*—in the context of medieval civilization. Readings and discussions in English.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese and Staff

ITAL 273
The Feminine Presence in Italian Culture
Topics pertaining to the role of women in the formation of Italian culture. An interdisciplinary approach stressing literature, the arts, and social history. Topics include: women in love and literature, marriage, and motherhood. Texts are selected from works by and about women, including poetry, autobiography, fiction, and history. Readings and discussions in English.
Note: WOST C100 or C150 are recommended, although not required, as preparation for this course.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 276
The Italian Cinema
An in-depth look into the thematic and technical development of the Italian cinema in the context of literary and social history from neo-realism through the 1980's. Films by Rossellini, Visconti, De Sica, Fellini, Antonioni, and Pasolini. The course is conducted in English.
Prerequisite: Sophomore standing or permission of department.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Carrara and Staff

ITAL 301
Italian Composition and Conversation
An intensive review of grammar, exercises in free composition, and advanced conversational practice.
Prerequisites: ITAL 202 or equivalent and permission of department.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

ITAL 302
Advanced Grammar and Stylistics
The main objective of this course is to give students a better knowledge of Italian morphology, syntax, semantics, and structure. Recurring problem areas in grammar are emphasized, as is literary understanding of style, genre, and current usage.
Prerequisite: ITAL 301 or equivalent; or permission of department.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara

ITAL 305
Language of Modern Italy
An advanced course in contemporary Italian usage. Analysis of diverse linguistic models, translation and comparative study of English and Italian. Discussion of regional differences in speech, development of idiomatic and specialized vocabulary, and an exploration of genre and style.
Prerequisites: ITAL 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 310
Readings in Italian
A course in the practice of reading cultural and literary materials including articles, short texts, cultural selections, and brief critical writings. Emphasis on improving students' ability to comprehend information, develop analytical reading skills, and understand the basics of Italian writing style.
Prerequisite: ITAL 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 311
Introduction to Italian Literature I
A survey of Italian literature as a reflection of Italian civilization from the Middle Ages to the Renaissance.
Prerequisite: ITAL 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

ITAL 312
Introduction to Italian Literature II
A continuation of ITAL 311. A survey of Italian literature as a reflection of Italian civilization from the Renaissance to the modern period.
Prerequisite: ITAL 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits

ITAL 315
L'Italia: Ieri e Oggi
An interdisciplinary survey of Italian culture and civilization from the fall of the Roman Empire to the European Union. Studies in Italian history, thought and the arts as a background for literature.
Prerequisite: ITAL 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara

ITAL 320
Dante: *La Commedia*
A close reading of Dante's masterpiece in the context of Medieval civilization.
Prerequisite: ITAL 311 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

ITAL 330
Letteratura del Medioevo
The dawning of Italian literature as an artistic medium in the Middle Ages: first examples of courtly poetry, theater and narrative. Readings from the early religious writers to Petrarch and Boccaccio.
Prerequisite: ITAL 311 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara

ITAL 340
Il Rinascimento
An overview of Italy's Renaissance, from the classical concerns of the Humanists to the religious oppression of the Counter Reformation, this course explores the intellectual, philosophical, and artistic aspirations and achievements of the fifteenth and sixteenth centuries. Readings include Lorenzo de' Medici, Machiavelli, Ariosto, Castiglione, and Tasso.
Prerequisite: ITAL 311 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 350
Dal Barocco all' Illuminismo
Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisite: ITAL 311 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Department of Modern Languages

ITAL 360
L'Ottocento
A panoramic view of the major movements affecting nineteenth century Italian culture: Neo-classicism, Romanticism, the Risorgimento, Verismo, and Decadentism. Readings include Foscolo, Leopardi, Manzoni, Mazzini, Verga, Carducci, Pascoli, and D'Annunzio.
Prerequisite: ITAL 312 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 370
Il Novecento
An overview of the major protagonists, trends and movements in twentieth century Italian literature from the earliest signs of cultural disaffection in the Crepuscolari and Futuristi to the linguistic games of the semiologists.
Prerequisite: ITAL 312 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara

ITAL 378
Independent Study
In this integrative seminar the advanced student applies literary as well as interdisciplinary approaches to selected topics in Italian. For those students wishing to pursue the study of Italian language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisite: ITAL 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

ITAL 379
Independent Study
See ITAL 378. (Course offered in the spring only.)

ITAL 410
La Lirica
A study of the development and evolution of the Italian lyrical tradition from the Sicilian school to the modern period.
Prerequisite: ITAL 311 or 312 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara

ITAL 420
La Novellistica
A study of the evolution of the short story from Boccaccio's *Decameron* to the modern short-fiction writers. A selection of writings from each century is read and discussed from literary, social and cultural perspectives.
Prerequisite: ITAL 311 or 312, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara

ITAL 430
Il Teatro
A critical survey of the development of Italian theater from the late Middle Ages to the present, emphasizing significant contributions made to the international stage. Readings range from the Renaissance works of Poliziano and Machiavelli to the modern dramas of Betti and Pirandello.
Prerequisite: ITAL 311 or 312, or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese

ITAL 440
Il Romanzo Moderno
A study of the Italian novel from Manzoni to contemporary writers. Literary trends such as "Verismo," "Regionalismo" and "Letteratura di costume" are considered in the writings of Verga, Manzoni, Vittorini, Moravia and others.
Prerequisite: ITAL 312 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

ITAL 441
Modern Italian Poetry
A survey of the principal poets from Carducci to Montale, with emphasis on Hermeticism.
Prerequisites: ITAL 312 or equivalent and permission of department.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

ITAL 476
Cinema e Letteratura
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary, social and cultural history from Neo-Realism to the present. Films by Rossellini, Visconti, DeSica, Fellini, Antonioni, and Pasolini. Discussions in Italian.
Prerequisite: ITAL 301.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

ITAL 478
Reading and Research I
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisite: ITAL 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

ITAL 479
Reading and Research II
See ITAL 478. (Course offered in the spring only.)

ITAL 480
Special Topics
In-depth study of a particular author, work, theme, or historical period. Course content varies each time the course is offered. Students are invited to suggest topics of special interest to them.
Prerequisite: ITAL 311 or equivalent and permission of department.
3 Lect Hrs, 3 Credits

ITAL 498
Honors Research Project
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental advisor. Students read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major. Permission of both faculty supervisor and department chair.
Hrs by arrangement, 3 Credits

Department of Modern Languages

ITAL 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498. Permission of both faculty advisor and department chair.
Hrs by arrangement, 3 Credits

ITAL 500
History of the Italian Language
Survey of the evolution of Italian from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisites: ITAL 301 and 311 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Carrara

ITAL 590
Studies in Culture
This course is open to secondary school teachers of Italian. The aim of the course is to update the participants' knowledge of contemporary Italy. Topics vary; they include, among others, Italy Today, Film and Literature, Women in a Changing Italy, Dialects and Regionalism, Song as an Expression of Culture.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs. 3 Credits

Japanese Language and Literature Courses

JAPAN 101
Elementary Japanese I
Introduction to modern Japanese. Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in Japanese. *Hiragana* and about 30 *Kanji* are introduced.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Kokubo

JAPAN 102
Elementary Japanese II
A continuation of JAPAN 101. *Katakana* and about 70 additional *Kanji* are introduced.
Prerequisite: JAPAN 101.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Kokubo

JAPAN 201
Intermediate Japanese I
Continuation of JAPAN 102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Japanese. About 100 additional *Kanji* are introduced.
Prerequisite: JAPAN 102 or equivalent.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Kokubo

JAPAN 202
Intermediate Japanese II
Continuation of JAPAN 201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Japanese. About 150 additional *Kanji* are introduced.
Prerequisite: JAPAN 201.
Distribution I Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Kokubo

JAPAN 250
Modern Japanese Literature
Selected readings in modern and contemporary Japanese literature with emphasis on the fiction of the major writers: Soseki, Tanizaki, Kawabata, Mishima, Oe and others. Readings are in English, and no knowledge of Japanese is required.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Kokubo

JAPAN 252
Traditional Japanese Literature
Selected readings in classical literature from the earliest era to the mid-nineteenth century, including fiction, drama, essays, and poetry. Readings are in English, and no knowledge of Japanese is required.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Kokubo

JAPAN 270
Introduction to Japanese Culture
An interdisciplinary introduction to traditional and contemporary Japanese culture. The course investigates the origin and historical development of major aspects of Japanese culture, through reading materials written by Japanese and non-Japanese specialists as well as English translations of original texts, along with lectures, visual presentations and discussions. No knowledge of Japanese required.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Kokubo

JAPAN 301
Advanced Japanese I
A course in written and spoken Japanese beyond the intermediate level. The major goal is to develop reading proficiency through extensive exposure to all types of written material found in Japan today. Emphasis is also given to building up vocabulary as the key tool for intellectual communication. The acquisition of additional *Kanji*, brings the cumulative total (starting from JAPAN 101) to approximately 750.
Prerequisite: JAPAN 202 or equivalent.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Mr Kokubo

JAPAN 378
Independent Study
For those students wishing to pursue the study of Japanese language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student.(Course offered in the fall only.)
Prerequisite: JAPAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

JAPAN 379
Independent Study
See JAPAN 378. (Course offered in the spring only.)

JAPAN 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisite: JAPAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

JAPAN 479
Reading and Research
See JAPAN 478 (Course offered in the spring only.)

Department of Modern Languages

Russian Courses

RUSS G268
Russian Short Masterpieces

For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

RUSS 101
Elementary Russian I
Intensive practice in reading and speaking for students who have no creditable training in Russian. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

RUSS 102
Elementary Russian II
Continuation of RUSS 101.
Distribution Area: Foreign Languages.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

RUSS 201
Intermediate Russian I
Conversation and reading with emphasis on comprehension, developing reading skills, vocabulary building, and translation from Russian to English.
Prerequisite: RUSS 102 or equivalent.
Distribution Area: Foreign Languages.
Distribution II Area: World Languages.
4 Lect Hrs, 4 Credits

RUSS 202
Intermediate Russian II
Prerequisite or corequisite for all advanced-level courses in the department. Particular attention to grammatical problems that arise in reading. Work on Russian-to-English translation.
Prerequisite: RUSS 201 or equivalent.
Distribution Area: Foreign Languages.
Distribution II Area: World Languages.
4 Lect Hrs, 4 Credits

RUSS 250
Dostoevsky
An introduction to the life and works of Fyodor Dostoevsky. Emphasis on reading and analysis of selected texts, including two of his major novels. No knowledge of Russian required.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 251
Tolstoy
An introduction to the life and works of Leo Tolstoy. Emphasis on reading and analysis of selected texts including either *War and Peace* or *Anna Karenina*. No knowledge of Russian required.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS L255 (WOST L255)
Women in Russia
The history and culture of Russian women of different classes, backgrounds, and affectional/sexual orientations with emphasis on how their past and present experience differs from women in Europe and America. Topics for reading and discussion include myths of Amazons and mothers; "rule of women;" peasant women; the Woman Question: poetesses, prostitutes, populists, "perverts"; working women/women's work; women today. No knowledge of Russian required.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 261
Russian Literature in Translation I
A basic survey of Russian literature from Pushkin to Dostoevsky. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 262
Russian Literature in Translation II
A survey of twentieth century Russian and Soviet Russian literature in its historical and cultural context. Topics include Chekhov, the Symbolists, Prose of the Twenties, Stalinism, literature of the Thaws, and contemporary writers. Emphasis on an analysis of selected texts. No knowledge of Russian required.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 263
Russian Culture and Civilization
An interdisciplinary survey in English of Russian culture from its pre-Christian beginnings in three major periods of its development: Kievan, Muscovite, and Petrine. Focus on literature, architecture and painting with some historical background. Short readings and slides. No knowledge of Russian required.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 321
Reading and Translating Russian
Reading intensively and extensively for rapid acquisition of vocabulary. Principles of advanced grammar, syntax, and Russian-English translation. Practice translating texts in a variety of styles and genres.
Prerequisite: RUSS 201.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 322
Readings in Russian Literature
Reading in Russian and discussion of representative nineteenth and twentieth century short prose, plays, and/or poems. Lectures provide information about the centrality of literature in Russian culture, past and present. Discussions focus on stylistic and thematic understanding of specific Russian literary works. Practice in reading, understanding, and translating Russian literature.
Prerequisite: RUSS 202 or permission of the instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 341
Nineteenth Century Russian Poetry
Discussion of selected poems by Pushkin, Lermontov, Tjutchev, Fet, and Nekrasov. Focus on analysis and translation.
Prerequisite: RUSS 201.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Burgin

RUSS 359
Twentieth Century Russian Poetry
Close reading and analysis of the Russian texts of poems by selected twentieth century poets.
Prerequisite: RUSS 201 or permission of instructor.
Distribution II Area: World Languages.
3 Lect Hrs, 3 Credits
Ms Burgin

Department of Modern Languages

RUSS 378
Independent Study
For those students wishing to pursue the study of Russian language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisites: RUSS 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

RUSS 379
Independent Study
See RUSS 378. (Course offered in the spring only.)

RUSS 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisites: RUSS 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

RUSS 479
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the spring only.)
Prerequisite: RUSS 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

RUSS 498
Honors Research Project
Independent and original investigation of a specific aspect of Russian studies of interest to the student, under the supervision of a departmental advisor. Student read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major; permission of both faculty supervisor and department chair.
Hrs by arrangement, 3 Credits

RUSS 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498; permission of both faculty advisor and the department chair.
Hrs by arrangement, 3 Credits

DEPARTMENT OF PERFORMING ARTS

Formed in 2002, the Department of Performing Arts is composed of the former Theatre Arts and Dance Department and the former Music Department.

Music

Faculty

Jon C Mitchell, Associate Professor and Chair; Professor David N Patterson; Assistant Professors Mary Oleskiewicz, Hubert Walters; Part-time Lecturers Linnea Bardarson, Peter Janson, Timothy McFarland, Jeffrey Rink, Frederick Stubbs

Applied Music Faculty*

Guitar and Bass: Raymond Gonzalez, Peter Janson, Jesse Williams; Organ: Andrew Holman; Percussion: Eric Platz; Piano: Catherine Lawlor, Panagiotis Liaropoulos, Timothy McFarland, Trudi Van Slyck; Strings: Krista Reisner, Priscilla Taylor, Jesse Williams, Scott Woolweaver; Voice: Marilyn Bulli, Suzanne Ehly, David Giessow; Winds: Chester Brezniak, Julia Gabaldon. Judy Grant, Richard Greenfield, Susan Gall, Seth Hamlin, Seelan Manickam, Mario Perrett

*Applied music faculty members offer private lessons under the rubric of MUSIC Z185.

The Program

The curriculum leading to the Bachelor of Arts in Music at the University of Massachusetts Boston provides an intensive grounding in music theory, history, and performance, both solo and ensemble. It is a well-rounded program of professional and aesthetic training within the context of the traditional liberal arts education offered by the University's College of Liberal Arts. The music curriculum prepares students for advanced professional training or graduate study in music theory, history, composition or performance. A related course of study leads to the Initial License for Teaching Music in Massachusetts. In addition to the bachelor's degree in music, the Performing Arts Department offers students an opportunity to minor in music. The three options in this program are described below. Although no audition is required for acceptance into either the major or the minor, students intending to major in music must take a placement exam in music theory.

Membership in the vocal and instrumental ensembles sponsored by the Department of Performing Arts is open to all students of the University. Admission to the Chamber Singers, the Chamber Orchestra, and the Jazz Band is by audition. Participation in the ensembles contributes to the development of basic musicianship in addition to providing a satisfying performance experience.

The Music Program also offers a variety of general education and elective courses in the arts area of the curriculum to satisfy University and College graduation requirements. Private music instruction (MUSIC 185) in all instruments and voice is available for an additional fee during the fall and spring semesters as well as during the summer through a collaboration between the Department of Performing Arts and the Division of Continuing Education. Previous or current association with the University is not required. High-school students and adult learners are welcomed. For information about fees and arrangements contact the departmental office.

Requirements

The Major

- Theory: MUSIC 121-122, 123-124; 221-222, 223-224 (20 credits)
- Keyboard Skills: MUSIC Z131-Z132 (4 credits)
- History: MUSIC 201, 202, 203, and one history elective at the 300 level (one such elective is offered each spring) (12 credits)
- Solo Performance: Z185 (8 credits)
- Ensemble Performance: Z101, Z102, Z104, Z106, or Z294 (six semesters)

Six semesters of performing ensemble are required for the major; however, this requirement must be seen as the bare minimum for a non-professional degree. Students who aspire to becoming performers (all types) or music educators, and/or intend to further their studies beyond the Bachelor of Arts degree, are required to be in at least one performing ensemble that is idiomatic to their instrument per semester, whether officially enrolled for performing ensemble credit or not. All transfer students with fewer than sixty credits are required to fulfill their entire performing ensemble requirement at UMass Boston.

The phrase "idiomatic to their instrument" means, for example, that saxophonists will perform in jazz band and string players will perform in orchestra. Any question as to assignment of instruments that fit both categories (trumpet, for example) is left up to the discretion of the ensemble conductors and will be determined by the needs of all the performing ensembles for any given semester. Once performing in the ensemble determined to be idiomatic to their instrument, students may elect to perform in others.

In order to be certified for graduation a student must achieve at least level four of proficiency in performance. Repertoire lists of the eight proficiency levels are available from instructors or from the Department of Performing Arts office. Students majoring in music must perform before a faculty jury at the end of each semester. In addition, all music majors are expected to demonstrate elementary keyboard proficiency before graduation. Each student majoring in music will be assisted by a departmental advisor to plan a sequence of courses that will meet his or her own needs and satisfy the requirements of the Department of Performing Arts. No course required for the major in music may be taken pass/fail.

The Minor

Eighteen to twenty credits are required for the minor. Three separate options are available for those students wishing to minor in music.

Theory: This option offers a coordinated sequence of music theory courses with supplementary courses in music history and performance.

- Requirements: MUSIC 121-122, 123-124; one semester of music history at the 200 level, two semesters in a performing ensemble, and one music elective of the student's choice. (Although not required, MUSIC 131 is recommended for the minor in theory.)

History: This option offers a survey of the history of music from the Middle Ages to the present, a theory component and performance experience.

- Requirements: MUSIC 201, 202, 203; one upper-level music history elective, one year of music theory (MUSIC 121-122), and one semester in a performing ensemble.

Performance: This option offers students a course of study emphasizing vocal or instrumental performance, with additional courses in music theory and history.

- Requirements: four semesters in a performing ensemble (MUSIC Z101, Z102, Z104, Z106, 294), one year of music theory (MUSIC 121-122), one semester of music history at the 200 level, and one music elective.

All students minoring in music are encouraged to enroll in private music instruction offered through the Department of Performing Arts and Continuing Education.

No course required for the minor in music may be taken pass/fail.

Department of Performing Arts

Teacher Certification Program

Massachusetts teachers are certified at three levels: provisional, provisional with advanced standing, and full. The department offers a program leading toward provisional certification with advanced standing. Full certification can be met through the successful completion of a master's program that satisfies the standards as set forth by the Massachusetts Board of Education. The Music Teachers Certification Program is approved by NCATE.

Requirements for provisional certification with advanced standing in music through the University of Massachusetts Boston include a bachelor's degree in music; completion of a prescribed pre-practicum educational component directly related to Standards II through VII of the document; and successful completion of a practicum component.

Requirements for admission to the program include sophomore standing, a cumulative grade point average (GPA) of at least 3.0, and approval of the Music Education faculty.

A handbook describing the requirements for teacher certification in music is available in the Music Program office.

Honors

Admission to the senior honors program is open to music majors with a 3.0 cumulative grade-point average and a 3.25 average in music courses. The honors project must be approved by the faculty supervisor and the departmental honors committee during the semester before the project is to begin. During the semester in which the project is completed the student must be enrolled in MUSIC 498.

Transfer Credit Policy

The department puts no limit on the number of transfer credits it will accept but the transfer student must earn at least 15 credits in the major to be taken in residency over a minimum of one academic year.

Courses

MUSIC G103
Music as Experience

MUSIC G105

Music of the World

MUSIC G205
The World of Music

MUSIC G253
Black American Music

For a complete description of these General Education courses, see the "First-year and Intermediate Seminars" section of this publication.

MUSIC Z101
Chorus
The study and performance of music for chorus from the medieval period through the twentieth century. This course may be repeated for credit.
3 Lect Hrs, 2 Credits

MUSIC Z102
Chamber Singers
The study and performance of music for the small vocal ensemble. Repertoire ranges from Renaissance madrigals to contemporary music. Limited enrollment. This course may be repeated for credit.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits

MUSIC Z104
Jazz Band
Analysis, improvisation and performance of jazz. Work in small ensembles. This course may be repeated for credit.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits

MUSIC Z106
Orchestra
The study and performance of music for chamber orchestra. Repertoire ranges from Renaissance to contemporary music. (Often this is available for credit as MUSIC 479, section 1.) This course may be repeated for credit.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 110
Listening Experience
A study of the creative processes which shape the musical artwork, emphasizing a broad range of intensive, analytical listening experiences.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

MUSIC 111
An Introduction to Music
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
3 Lect Hrs, 3 Credits

MUSIC 115
World Music
An introduction to the musical traditions of countries throughout the world, embracing the role of music in society, ritual, and culture. Traditional vocal and instrumental styles of folk and traditional music are illustrated through audio and visual materials.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

MUSIC 121
Theory I
An introduction to the fundamentals of tonal harmony: scales, intervals, keys, and triads. Analysis and application of melodic and harmonic structures. (Course offered in the fall only.)
Corequisite: MUSIC 123.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 122
Theory II
A continuation of MUSIC 121: realization of bass lines in four-part harmony. Basic counterpoint. Principles of voice-leading. (Course offered in the spring only.)
Corequisite: MUSIC 124.
Prerequisite: MUSIC 121.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 123
Ear Training and Sight Singing I
Interval recognition, rhythmic exercises, and performance of simple melodies from score. (Course offered in the fall only.)
Corequisite: MUSIC 121.
Distribution I Area: The Arts.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC 124
Ear Training and Sight Singing II
A continuation of MUSIC 123. Further score reading and rhythmic exercises. Dictation of moderately simple melodies and introduction to part-singing. (Course offered in the spring only.)
Corequisite: MUSIC 122.
Prerequisite: MUSIC 123.

Department of Performing Arts

Distribution I Area: The Arts.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC Z131
Elements: Keyboard I
Introduction to the keyboard; hand position, fingering, and reading from score. Major scales, harmonization of melodies; simple pieces. Designed primarily for music majors. (Course offered in the fall only.)
3 Lect Hrs, 2 Credits

MUSIC Z132
Elements: Keyboard II
A continuation of major scales, introduction to minor scales, harmonization of melodies with expanded chord vocabulary. Further study of piano technique, including coordination of hands in more complex rhythmic patterns. (Course offered in the spring only.)
Prerequisite: MUSIC 131.
3 Lect Hrs, 2 Credits

MUSIC Z185
Applied Music
Private, individualized study of voice and all instruments covering both performing techniques and musicianship. Open to all students upon payment of an additional fee. Twelve hour or half-hour lessons per semester. May be repeated for credit. Students may register for this course through Continuing Education.
Hrs to be arranged, 1 Credit

Please note: One of the following three required major courses in music history is offered each semester.

MUSIC 201
Music History I
A survey of important stylistic and formal developments from the Middle Ages to the early baroque. Liturgical chant, the rise of polyphony, the motet, monophonic and polyphonic secular song, monody, opera and major works of composers from Machete to Monteverdi. (Course offered every third semester.)
Prerequisite: Permission of instructor.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 202
Music History II
A survey of important stylistic and formal developments from the middle Baroque to the dawn of the Romantic period and the transition to independent genres of instrumental music (sonata, symphony, concerto). Composers whose works are studied include Purcell, Bach, Händel, Haydn, Mozart, and Beethoven. (Course offered every third semester.)
Prerequisite: Permission of instructor.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 203
Music History III
A survey of important trends in music of the nineteenth and twentieth centuries against a background of social, economic, and political change. The art song, piano music, program music, opera, and choral music. Changes in musical language and concepts in the works of Wagner, Debussy, Schoenberg, Stravinsky, Bartok, Ives, and contemporary composers. (Course offered every third semester.)
Prerequisite: Permission of instructor.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 221
Theory III
A continuation of MUSIC 122: further practice in four-part writing, using dominant, non-dominant, and diminished seventh chords. Realization of figured basses and harmonization of melodies. Analysis of binary and ternary forms.
Corequisite: MUSIC 223.
Prerequisite: MUSIC 122.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 222
Theory IV
A continuation of MUSIC 221: advanced four-part writing and the introduction of short tonal compositions in imitation of classic models. Further analysis of complex harmonic and melodic structures.
Corequisite: MUSIC 224.
Prerequisite: MUSIC 221.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 223
Ear Training and Sight Singing III
A continuation of MUSIC 124: more advanced score reading and exercises in complex rhythms. Dictation of chord sequences and melodies.
Corequisite: MUSIC 221.
Prerequisite: MUSIC 124.
Distribution I Area: The Arts.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC 224
Ear Training and Sight Singing IV
A continuation of MUSIC 223: emphasis on dictation of harmonic progressions and extended melodies.
Corequisite: MUSIC 222.
Prerequisite: MUSIC 223.
Distribution I Area: The Arts.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC 241
American Music
The growth and development of American music in both its rural-folk and urban aspects.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Mitchell

MUSIC 248
Universe of Music
An introduction to the infinite universe of music from its origins to the present, this course investigates the role of instruments, culture, myth and science in the evolution of music. Illustrations through the medium of the World Wide Web present the concept of music as both communication of ideas and expression of feelings in diverse musical traditions of the world.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits

MUSIC 251
The History and Development of Jazz in America
The development of jazz from its origin to the present.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

MUSIC 252
African and African-American Music
An examination of African-American music (black music) from its African origins to contemporary black musical expression, including work songs, spirituals, minstrelsy, blues, rhythm and blues, and gospel.
Distribution I Area: The Arts.
Distribution II Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Walters

Department of Performing Arts

MUSIC Z255
Jazz Harmony and Arranging
An introduction to the fundamentals of jazz theory: scales, modes, chord progressions and voicing. Analysis and application of melodic, harmonic and rhythmic structures through improvisation, composition and arranging in small forms.
Prerequisite: MUSIC 122 or permission of instructor.

MUSIC 258
American Music in Wartime
The history of the United States goes back only 255 years, yet in that relatively short amount of time the country has been involved in no fewer than ten wars. This course is a survey course examining American wartime composers, their lives, their works, and the events surrounding the composition of patriotic works.
Distribution I Area: The Arts.
Distribution Area II: The Arts.
3 Lect Hrs, 3 Credits

MUSIC Z294
Chamber Ensemble
The study and performance of chamber music including woodwind quintets, string trios, and piano quartets from the baroque to the present. Focus is on analysis of form and style. Enrollment in MUSIC Z294 does not count toward fulfillment of the Ensemble Performance requirement.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 300
Masters of Music
A survey of the life, works, and influence of important composers. Topics vary each semester, and are listed in the department's announcement of current course offerings.
Prerequisite: MUSIC 201, 202, or 203.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 320
The History of Song
A study of song style and literature from the medieval period to today.
Prerequisite: MUSIC 202.
3 Lect Hrs, 3 Credits

MUSIC 325
The History of Musical Instruments
The art and technology of musical construction from the Middle Ages to the present. Representative repertoire is used to illustrate particular instruments in solo and ensemble contexts.
Prerequisite: MUSIC 201, 202, or 203; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 330
The Music of Court and Chapel
A selective repertoire of music from the Middle Ages through the late eighteenth century with particular emphasis on the court and ecclesiastical milieu which frequently determined its development. Emphasis on the social status of composers, the audience for which they wrote, and the influence of patronage on the repertoire.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 335
Opera
The musical, literary and scenic components of opera from 1600 to the present with special attention to the works of Monteverdi, Händel, Mozart, Verdi, Wagner and Puccini.
Prerequisite: MUSIC 201, 202, or 203; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 340
Instrumental Methods and Literature in the Teaching of Music
This course deals with running band and orchestra programs in grades 4-12 in the schools. Topics include: history and literature, psychology of music, teaching methods, organization, administration, literature, adjudication, program evaluation, and the instrumental music teaching profession.
Prerequisites: Junior standing and admission to the music education program.
3 Lect Hrs, 3 Credits
Mr Mitchell

MUSIC 341
Choral and General Music Methods and Literature
Choral and general music in public and parochial schools. This course deals with all aspects of running choral and general programs in grades N-12. Topics include history and philosophy, psychology, teaching methods, foreign approaches, (Orff, Kodály, Dalcroze, Suzuki), lesson planning, literature, and joining the profession.
Prerequisites: Junior standing and admission to the music education program.
3 Lect Hrs, 3 Credits
Mr Mitchell

MUSIC 342
Conducting
An introduction to the fundamentals of conducting: the baton, beat patterns, posture, gestures, score study, and rehearsal techniques.
Prerequisite: Junior standing, MUSIC 122.
3 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 353
The History of Performance
A study of music literature through the conventions that govern its performance. Notation, musical instruments and ensembles, the role of improvisation, and changing musical tastes are examined in relation to historic repertoires from the Middle Ages to the present. Topics also include the development of the public concert and of the art of the conductor.
Prerequisites: MUSIC 201, 202, 203.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 354
The Symphony
A survey of the symphony and symphonic poem from the first half of the eighteenth century to the present. Analysis of representative trends and major works with attention to the evolution of the orchestra and the public concert.
Prerequisite: MUSIC 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 381
Counterpoint
The principles of melodic lines and their combination. Imitation, canon, and fugue in two and three voices.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

MUSIC 382
Form and Analysis
Analysis of simple and complex structures in traditional and experimental music.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

MUSIC 383
Orchestration
A study of the range and timbre of instruments. Practical ways of combining instruments. Discussion of mass, texture, and sound.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Mitchell

Department of Performing Arts

MUSIC 393
An Introduction to Composition
Original composition. Studies in the nature of melody, harmony, rhythm, and structure.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

MUSIC 399
Pre-Practicum in Music
Field experience consisting of observation and limited assistance in selected public school music programs. This, coupled with the pre-practicum experience taken with required courses of the Provisional Teacher Certification Program, fulfills the pre-practicum requirement established by the Commonwealth of Massachusetts. This course is offered every semester.
Corequisite: Enrollment in MUSIC 341.
3 Lect Hrs, 1 Credit
Mr Mitchell, Mr Walters

MUSIC 401
String Methods
Intensive class instruction in the fundamentals of string technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 402
Woodwind Methods
Intensive class instruction in the fundamentals of woodwind technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 403
Brass Methods
Intensive class instruction in the fundamentals of brass technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 404
Percussion Methods
Intensive class instruction in the fundamentals of percussion technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 479
Independent Study
Open to advanced students who wish to do intensive work on a particular topic. A written outline of the project must be submitted to the prospective instructor well in advance of the beginning of the semester in which the project is to be done. An extended written paper is the normal outcome of such a project. While enrollment in Independent Study is encouraged for advanced students, all students enrolling in MUSIC 479 (other than the Chamber Orchestra section) that involves any aspect of performance do so with the understanding that they will continue to perform in the performing ensemble idiomatic to their instrument, whether officially enrolled for credit or not.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

MUSIC 490
Honors in Music
The honors project is an important creative effort that culminates in a recital of original compositions, a senior recital, or a document embodying scholarly research. The project must be approved, during the semester before the project is to begin, by the student's faculty supervisor and by the departmental honors committee. While enrollment in Honors in Music is encouraged for advanced students, all students enrolling in MUSIC 490 that involves any aspect of performance do so with the understanding that they will continue to perform in the performing ensemble idiomatic to their instrument, whether officially enrolled for credit or not.
Prerequisites: 3.0 overall GPA; 3.25 in Music courses; senior standing; approval of the department.
Hrs by arrangement, 3 Credits

MUSIC 498
Senior Honors
An opportunity for seniors to work with a faculty advisor on an individualized, advanced project. The senior honors project may be either a major creative effort leading to a recital/portfolio of original compositions, a senior recital, or a written research project in music theory or history. While enrollment in Senior Honors is encouraged for advanced students, all students enrolling in MUSIC 498 that involves any aspect of performance do so with the understanding that they will continue to perform in the performing ensemble idiomatic to their instrument, whether officially enrolled for credit or not.
Prerequisites: Senior standing and permission of the departmental honors committee.
Hrs by arrangement, 3 Credits

Theatre and Dance

Theatre Faculty

John J Conlon, Lecturer and Director of Theatre Programs; Assistant Professor Robert Lublin; Lecturer Laura Schrader; Lecturers (Part-time) Barry Brodsky, Deborah Carleton, Michael Fennimore, Daniel Gidron, Janet Kenney, Chris Scully, Steve Sweeney

Dance Faculty

Associate Professor Margaret Pappalardo-Musmon, Director of Dance Programs; Lecturers (Part-time) Adrienne Hawkins, Liz LaPugh, Anne Tolbert, and staff of the Boston Ballet Center for Dance Education

The Theatre Program

Theatre arts is concerned with the lively art of theatre in all its myriad forms, including play production, design, and performance; dramatic literature; playwriting; dance; and broadcasting. The UMass Boston major in theatre arts provides knowledge, ability, and experience for undergraduates to pursue further study or training, to enter the expanding world of regional theatre, to teach and direct theatre in schools, and to become active members of the theatre community. The program also offers a minor in theatre arts and a minor in dance.

Requirements

The Major in Theatre Arts

Required courses for the major in theatre arts include

- THRART 201 (Theatre History; formerly Traditions of Western Drama)
- THRART 123 (Theatre Crafts I; formerly Stagecraft) or THRART 124 (Theatre Crafts II)
- THRART 226 (Play Analysis)
- THRART 230 (Workshop in Drama) (twice)
- THRART 236 (Introduction to Acting I)
- Two courses in dramatic literature, one of which may be taken from the offerings of another department; three advanced courses in theatre arts (300 level or above).

In all, a minimum of eleven semester courses in theatre arts is required for graduation.

Department of Performing Arts

The Minor in Theatre Arts

1. One course from among the following:
   - THRART 121 (Styles and Techniques of Comedy)
   - THRART 122 (Styles and Techniques of Tragedy)
   - THRART 201 (Theatre History)
2. One course from among the following:
   - THRART 123 (Theatre Crafts I)
   - THRART 125 (Speech and Movement)
   - THRART 236 (Introduction to Acting I)
   - THRART 250 (Introduction to Playwriting)
   - THRART 260 (Introduction to Scene Design)
   - THRART 261 (Introduction to Costume Design)
3. THRART 226 (Play Analysis)
4. THRART 230 (Workshop in Drama)

5, 6. Two courses at the 300-400 level.

In all, a total of six theatre arts courses.

The Minor in Dance

Required courses include

1. DANCE 130 (Understanding Dance)
2. One course from among the following:
   - DANCE 131 (Dance for the Stage)
   - DANCE 132 (Ballet I)
   - DANCE 133 (Jazz Dance I)
   - DANCE 134 (Modern Dance I)
   - DANCE 135 (Multicultural Dance)

3, 4, 5. Three courses from among the following:
   - THRART 200 (Musical Theatre)
   - DANCE 330 (Pedagogy of Dance)
   - DANCE 331 (Choreography)
   - DANCE 232 (Intermediate Ballet)
   - THRART 355 (Lighting Design)
6. DANCE 325 (Dance Theatre Workshop)

Honors

Theatre majors who have shown extraordinary ability and accomplishment, and who have a minimum 3.0 cumulative average and a 3.5 in theatre arts courses, have the opportunity to do an honors project in THRART 479. Students should apply in the second semester of their junior year. The honors project must be approved by the program's honors committee and must reflect a high level of competency in an area of theatre arts of particular interest to the student. It might take the form of a research paper on theatre history, a design project, an original play, or an extended work of dramatic analysis or criticism. The student will make a formal presentation and defense of the completed project before the honors committee. Honors in theatre arts will be awarded by the honors committee on the basis of overall academic performance and the work done on the honors project.

Pass/Fail Policy

No more than one course applied toward the major can be taken on a pass/fail basis.

Transfer Credit Policy

At least six courses must be taken within the program at UMass Boston. Students wishing to transfer credit should consult with the department.

Special Programs

Internship Program

On occasion, qualified advanced students may receive academic credit for work in theatre outside the University. For further information, see the course description below for THRART 435 (Theatre Arts Internship).

Winter Session

Each January Theatre and Dance ordinarily participate in the Winter Session. Recent offerings have included writing and acting for television, acting and producing staged readings of original plays, and work in technical aspects of theatre.

Creative Writing Program

Theatre Arts participates with the English Department in a creative writing program open to both matriculated and non-degree-seeking students. Theatre arts courses in writing for the stage, screen, and television are included in this program.

New Works Festival

Inaugurated in Fall 2002, each semester's New Works Festival features works by the Theatre Program's playwriting students, read or performed by student actors under the direction of student directors.

Kennedy Center American College Theatre Festival

The Theatre program has membership in Region I, KCACTF, and enters its theatre productions for professional response and for nomination of students in awards competitions within the Festival.

American College Dance Festival

The Dance program has membership in the New England Region of ACDF, where students present choreographed dance works.

National Dance Association

The Dance program's membership in the National Dance Association affords students the opportunity to perform in the adjudicated Gala and to be honored as outstanding dance minors at the national convention.

The Boston Ballet

Partnership with the Boston Ballet allows students to audition into classes at the Boston Ballet Center for Dance Education.

Dance Courses

DANCE 130
Understanding Dance
The course features the study of dance and its choreography, and varied views of dance by artists such as Duncan, Nijinsky, Graham, Tharp and Balanchine. Lectures, slides, films, readings, discussions, writing and studio practice focus on critical observations of dance.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon, Ms Tolbert

DANCE 131
Dance for the Stage
This course is an introduction to such various forms of dance as social, folk, square and tap used in theatrical productions. Emphasis on performance. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 132
Ballet I
This course is an introduction to the study of ballet; emphasis on performance. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 133
Jazz Dance I
This course is an introduction to the study of jazz dance; emphasis on performance. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 134
Modern Dance I
This course is an introduction to the study of modern dance; emphasis on performance. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon, Ms Tolbert

Department of Performing Arts

DANCE 135
Multicultural Dance
This course focuses on the theory, practice, and performance of American, Latin-American, and African-American dance styles.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 232
Intermediate Ballet
This course continues the study of ballet; emphasis on performance. Placement by audition. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 233
Jazz Dance II
This course continues the study of jazz dance; emphasis on performance. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 234
Modern Dance II
This course continues the study of modern dance; emphasis on performance. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon, Ms Tolbert

DANCE 325
Dance Theatre Workshop
Different colors, textures, rhythms, and images expressed in body movement. The final project is a movement-dance-theatre piece incorporating all the techniques experienced in class. Repeatable for credit.
Prerequisite: One Dance technique course.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Pappalardo-Musmon, Ms Tolbert

DANCE 330
The Pedagogy of Dance
This methods course develops teaching skills in modern dance, ballet and jazz. Emphasis is on educational theory in practice through development of teaching modules.
Prerequisite: One dance technique course in modern, ballet, or jazz.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon, Ms Tolbert

DANCE 331
Choreography
In this course experienced dancers develop their skills in creating dance compositions. Repeatable for credit.
Prerequisites: Two of the following: DANCE 132, 133, 134, 135.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon, Ms Tolbert

DANCE 332
Advanced Ballet
This course is the study of ballet for advanced dancers; emphasis on performance. Placement by audition. Repeatable for credit.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 435
Dance Internship
Designed to enable Dance students to earn 3-6 credits for a semester's internship in dance at professional or other working studios outside the University.
Prerequisites: Junior standing as a dance minor, completion of most minor requirements including workshops, and permission of Director of Dance.
Hrs by arrangement, 3-6 Credits
Ms Pappalardo-Musmon and Staff

DANCE 478, 479
Independent Study
Open only to a limited number of students in any one semester. Research, study and participation in dance projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required. Repeatable for credit
Prerequisite: Permission of instructor and Director of Dance.
Hrs by arrangement, 1-3 Credits
Ms Pappalardo-Musmon and Staff

DANCE 481
Selected Topics
The study of different areas within the field of Dance preparation. Courses vary each semester and are announced during preregistration periods.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

Theatre Arts Courses

THRART G102
Contemporary Issues in Theatre

THRART G108
Plays from Page to Stage

THRART G110
Opera as Drama

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

THRART 100
Introduction to Theatre
This course introduces the collaborative art of theatre from the varied perspectives of playwright, director, designer, technician, actor, critic, and informed audience.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Lublin

THRART 111
Traditions of Western Drama
The intellectual content, designs, and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Lublin, Mr Brodsky

THRART 121
The Styles and Techniques of Comedy
A study of the comic form, emphasizing the differing styles, techniques, motivations, and degrees of effectiveness of various exemplary comic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon and Staff

THRART 122
The Styles and Techniques of Tragedy
The evolution of the tragic form, emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Lublin

Department of Performing Arts

THRART 123
Theatre Crafts I
An introduction to an exploration of stage facilities and skills, emphasizing skill development in the uses and choices of tools, materials, and procedures necessary for scenic and property execution. Includes 50-hour lab work in department productions. Offered each Fall semester
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 124
Theatre Crafts II
A continuation of Theatre Arts 124, this course emphasizes set design and construction, basic electrical work in theatrical lighting, prop construction, basics of running theatrical and dance productions, and the development of related crafts in the theatre. Students gain experience in individual and group design projects. This course has a 50-hour lab requirement. Offered each Spring semester.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 200
Musical Theatre
An introduction to styles, kinds, and techniques of performance in musical theatre, from early mime through commedia dell'arte, opera and operetta, and modern musical comedy. Vocal and movement training, scene work and musical numbers developed, as well as semester projects of musical performances.
Distribution I Area: The Arts.
3 Lab/Lect Hrs, 3 Credits
Mr Conlon, Ms Schrader

THRART 201
Theatre History
The intellectual content, designs, and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public. Offered each Fall semester.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Lublin, Mr Brodsky

THRART 212
The Theatre of Social Protest
Historical survey of the use of the theatre to challenge the values of society. The techniques of staging used in different periods to reveal conflict in society, to dramatize contemporary issues, and to influence public opinion.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

THRART 213
American Theatre Before O'Neill
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis is placed upon the relation of individual plays to American theatrical, political and social history.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon

THRART 214
American Theatre Since O'Neill
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror image of the ideas and events of American contemporary history since World War I.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Lublin

THRART 215
Mid–Twentieth Century Drama
The ideas, values, and techniques of the contemporary theatre as reflected in modern styles of stage production.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Lublin

THRART 216
The Elizabethan Stage
Study of Elizabethan stage techniques as revealed in plays by Marlowe, Shakespeare, Jonson and Webster.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Lublin

THRART 218
Modern European Drama
A study of late-nineteenth, early-twentieth-century theatre in Europe that marked the beginning of naturalistic, realistic, and symbolic drama, and created a revolution in directorial, scenic, and performance techniques. Plays are presented as scripts to be produced. Students create production books integrating all facets of theatrical expression.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Lublin

THRART 220
Black Theatre in America
An exploration of the history of black theatre from its beginnings to the present, as related to and reflective of American society. An extension of the historical understanding of theatre related to society; a study of an artistic tradition influencing American theatre practices.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits

THRART 223
Intermediate Theatre Crafts
A study of the tools, equipment, and procedures necessary in theatrical graphics, lighting and sound production. Includes 50-hour lab work in department productions and individual projects.
Prerequisite: Theatre Crafts I or II.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 224
Play Production I
A study of the process of producing a theatrical event, emphasizing the selecting and training of the production staff, budgeting, and promotion. Lab work includes supervisory roles in department productions.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon

THRART 225
Play Production II
Further exploration of the process of producing theatre, emphasizing organization of personnel and facilities for touring and for repertory.
Prerequisite: THRART 123 or 224.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon

Department of Performing Arts

THRART 226
Play Analysis
Decoding a script: interpretation of playwright's intention; director's function; designer's vision; actor's creation. Emphasis on vocal characterization in readings done by the class of a variety of plays—mostly short, some original, some unproduced. Offered each Spring semester.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Lublin, Mr Brodsky

THRART 234
New Theatre Strategies
Works in a new theatrical direction: the evolution of a theatre piece from a theme or group of themes rather than from a script. Students are involved in all aspects of the collective process of formulating drama from the interaction of a group. Structured and directed by the instructor.
Distribution I Area: The Arts.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

THRART 236
Introduction to Acting I
Dramatic form as required in acting. A survey of various styles: Greek, Elizabethan, Restoration and Modern; the actor's function, with emphasis on recently evolved methods of acting, and on preparation of scenes in class.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Fennimore, Mr Gidron, Ms Schrader, Ms Kenney, Mr Lublin, Mr Sweeney

THRART 237
Introduction to Directing I
The director as creator of the vision of the whole play and all its elements: acting, lighting, stage design, styles of theatre, script breakdown, production notebook, and slow, careful work in directing small scenes.
Prerequisite: Acting I.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Gidron

THRART 240
Women in Theatre
Plays by and about women; the history of women in theatre, supplemented by visits with women employed in the theatre. The changing role of women in society as reflected in drama and in literature.
Distribution I Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

THRART 245
Creative Drama for Children
Students learn creative drama techniques, learn to teach drama to children of various ages, and actually teach in the community's schools. Emphasis on expression of creative energies, bodies, voices, emotions, theatre games, rather than on mounting plays.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Boston Children's Theatre Staff

THRART 250
Introduction to Playwriting
Designed for students who are interested in the theatre, but not primarily in playwriting itself, to gain knowledge of considerations relating to the creation of a script and to the reading of scripts. Recommended for all students interested in acting and directing.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Kenney

THRART 251
Playwriting I
Writing for the theatre, including examinations of model one-act and three-act plays by major contemporary writers; selected readings on the craft of playwriting; and the completion of an original play begun in class.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Kenney

THRART 260
Introduction to Scene Design
Theatre as art form in cultural and popular expression: the function of the designer, application of elementary scenery as given in stagecraft classes, methods of pictorial representation; survey of architectural styles as applied to stage scenery, and of historical design for the stage.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 261
Introduction to Costume Design
The theatre as incorporation of the history of fashion and costume design. A theoretical approach to designing costumes for the theatre and film. An introduction to the uses of color, scale, and general design elements as they apply to qualities of fabric, basic cutting and draping in stage costumes.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Carleton

THRART 265
Television Production
An exploration and evaluation of techniques of television production, with particular emphasis on common industry practices.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Sweeney, Mr Brodsky

THRART 275
Introduction to Screen and Television Writing
An introduction to the art and the technical aspects of writing scripts for film and television. Involves analyses of screenplays, study of screen writers past and present, the relationship between director and writer, aesthetics of film writing. Project: the completion of a full-length screenplay from first treatment (synopsis) through first and second drafts and final script.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Brodsky, Ms Kenney

THRART 300
Seminar in the Scenic Imagination
The creative principles of stage production, based on an analysis of the play script in its relation to stage action, setting, costumes, and lighting. Study of scenic metaphor and a review of historical forms of staging, with emphasis on modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 301
Seminar in Contemporary American Playwrights
Analysis of the art of a major living writer of the American stage; the history of the plays and their production; critical response; contribution of this body of drama to the American theatre and society. In most cases students consult with the playwright and/or those who have worked with him or her.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Lublin

Department of Performing Arts

THRART 320
Shakespearean Acting
Specialized study of Shakespearean plays based on historical awareness of acting styles and techniques employed since the sixteenth century. Students create a broad range of characters in a variety of scenes from Shakespeare.
3 Lect Hrs, 3 Credits
Mr Conlon

THRART 325
Workshop in Drama
This course culminates in a fully staged, fully mounted production. It is also designed to study the connection between the text and the performance of a play. Attention is given to the playwright, to the time, and to the production history. Production is presented to the University and general community. Note: THRART 325 must be repeated (for credit) by theatre arts majors. Other students may but need not repeat the course.
Prerequisite: One course in Acting or in Theatre Crafts.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Conlon and Staff

THRART 336
Introduction to Acting II
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: THRART 236.
3 Lect Hrs, 3 Credits
Mr Conlon

THRART 337
Introduction to Directing II
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: THRART 235.
3 Lect Hrs, 3 Credits
Mr Conlon

THRART 351
Playwriting II
Writing for the theatre, with emphasis on the three-act form. Students construct a scenario and complete a draft of an original three-act play.
Prerequisite: THRART 251.
3 Lect Hrs, 3 Credits
Ms Kenney

THRART 355
Lighting Design
The principles and techniques of illumination for the stage.
3 Lect Hrs, 3 Credits
Mr Scully

THRART 360
Advanced Design
Advanced techniques in the scene sketch, models for scenery, interpretations of the differing styles required for plays, opera, ballet, musical comedy, etc. Sketches, ground plans, and one major design project to be executed during the term.
Prerequisite: THRART 260 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 404
Advanced Directing
Advanced work on special class projects in a laboratory situation. The mounting of small scenes and plays.
Prerequisites: THRART 235 and 335 and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Conlon

THRART 435
Theatre Arts Internship
Designed to enable theatre arts majors to earn 6 credits for a semester's internship in communication arts or in commercial or other working theatres outside the University.
Prerequisites: Junior standing as a theatre arts major, completion of most major requirements including workshops, and permission of instructor and chairperson.
Hrs by arrangement, 3-6 Credits
Mr Conlon and Staff

THRART 436
Advanced Acting
Advanced work on selected projects with special attention to the individual actor's needs. Scene work, script breakdown, and development of a character.
Prerequisites: THRART 236 and 336.
3 Lect Hrs, 3 Credits
Mr Conlon

THRART 478, 479
Independent Study
Open only to a limited number of students in any one semester. Research, study and participation in theatre projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required.
Prerequisite: Permission of instructor and chairperson.
Hrs by arrangement, 1-3 Credits
Mr Conlon and Staff

THRART 481
Selected Topics
The study of different areas within the field of theatre arts preparation. Courses vary each semester and are announced during pre-registration periods.
3 Lect Hrs, 3 Credits
Mr Conlon and Staff

DEPARTMENT OF PHILOSOPHY

Faculty

Jennifer Radden, Professor and Chair; Professors Lawrence Blum, Robert Shope; Associate Professors Arthur Millman, Janet Farrell Smith, Lynne Tirrell; Assistant Professors Adam Beresford, Lisa Rivera, Ajume Wingo

The Department

The Philosophy Department offers three major programs, a minor, and a program of study in philosophy and law. Each is intended for students with special interests in philosophy.

The Standard Major provides sound training for those who anticipate graduate work in the field or wish to acquire a general and comprehensive knowledge of the basic historical and systematic themes in philosophy. The major in Ethics and Social and Political Philosophy is intended for students who have a specific concern with questions of value as they apply to individuals, society, and the state. It provides a broad outlook on these problems and attempted solutions to them, but should not in general be considered the best preparation for graduate work in philosophy. It will, however, serve as a strong liberal arts base for careers in politics, the law, or social service. The third program is the major in Philosophy and Public Policy. This course of study is designed for students interested in the application of philosophical ideas and tools to the analysis of current public policy debates. Its interdisciplinary approach combines a solid preparation in political philosophy with courses from this and other departments that introduce particular public policy issues. This major prepares students for eventual careers in government, politics, and law.

The minor in philosophy, open to any UMass Boston student, offers students the opportunity to get acquainted with some important issues in this field while pursuing another major. The program of study in philosophy and law is also open to all UMass Boston students as a supplement to their majors. This interdisciplinary program provides strong preparation and important background for students interested in attending law school or pursuing law-related careers. See the "Philosophy and Law" section of this publication.

The Philosophy Department attempts to provide meaningful and effective advising. Each of the major programs has a special advising plan and students are urged to take advantage of it. A student who intends to sign up as a major in one of these programs should contact the department chairperson, who will discuss the advising component of the program.

Courses in the Philosophy Department

The Philosophy Department offers courses at four levels of undergraduate study, as well as some graduate-level courses open to undergraduates:

100-level courses

Courses at the 100 level are typically open to freshmen. They presume no previous course work in philosophy and do not presume completion of the freshman writing requirement (English 101-102 or equivalent).

200-level courses

Courses at the 200 level are typically open to sophomores. They presume completion of an introductory-level philosophy course or course work in subjects related to the course topic or familiarity with philosophical issues. These courses also presume some previous instruction in writing.

300-level courses

Courses at the 300 level are typically junior and senior level courses. They normally presume completion of one or two philosophy courses and the freshman writing requirement. These courses are generally either less specialized or less advanced than 400-level courses.

400-level courses

Courses at the 400 level are typically junior and senior level courses. They presume completion of one or two philosophy courses and the freshman writing requirement, and generally they focus on specialized or more advanced topics.

600-level courses

These are graduate courses, open to juniors and seniors with the permission of the instructor.

These categories are guides to aid students in course selection, rather than prerequisites. Prerequisites for courses are listed with the course descriptions.

Becoming a Philosophy Major

Students interested in any of the philosophy major programs described below must get approval from the Philosophy Department, and must sign up for them by title with the Office of the Registrar.

Courses Counting Toward the Major

No more than two 100-level courses may count toward any departmental major unless one of these courses is a First-year Seminar taught by a member of the Philosophy Department. Such a seminar may count toward the major as an additional (third) 100-level course.

PHIL 478, 479, and 601 do not normally count toward the satisfaction of the 300-level or higher major course requirements.

Requirements and Recommendations for Majors

Standard Philosophy Major

Standard philosophy majors are required to take:

- PHIL 100 (Introduction to Philosophy)
- PHIL 120 (Introduction to Logic)
- PHIL 211 (Ancient Philosophy)
- PHIL 212 (Modern Philosophy)
- Six additional courses in philosophy, including at least three numbered 300 or higher.

Ethics and Social and Political Philosophy Major

Requirements for the ethics and social and political philosophy major are PHIL 100 (Introduction to Philosophy), and nine additional courses. Of these, five must be distributed among the three distribution areas listed below, and must include at least one from each area. Three of the nine courses must be at the 300 level or higher.

Distribution Areas

1. History of Ethics and Social and Political Philosophy. This area includes
   - PHIL 213 (19th Century Philosophy)
   - PHIL 216 (The History of Ethics)
   - PHIL 218 (Major Social and Political Thinkers),
   - PHIL 465 (Kant's Moral Philosophy and its Major Critics)
2. Theory of Ethics and Social and Political Philosophy. This area includes
   - PHIL 209 (Individual and Community)
   - PHIL 280 (Social and Political Philosophy)
   - PHIL 290 (The Philosophy of Law)
   - PHIL 295 (Egoism and Altruism)
   - PHIL 318 (Race & Racism)
   - PHIL 333 (Ethical Theory)

Department of Philosophy

- PHIL 337 (Third World Political Philosophy)
- PHIL 410 (Feminist Legal Theory)
- PHIL 450 (Rights)

3. Problems in Ethics and Social and Political Philosophy. This area includes
   - PHIL 108 (Moral and Social Problems)
   - PHIL 265 (Sanity and Madness)
   - PHIL G104 (Justice, Punishment and Reparation)
   - PHIL G105 (Contemporary Moral and Social Problems)
   - PHIL G106 (Justice and Money)
   - PHIL G107 (Self and Society)
   - PHIL G109 (Moral Debate in Society)
   - PHIL G110 (Equality and Justice)
   - PHIL G130 (Privacy)
   - PHIL G 201 (Morals and the Law)
   - PHIL G 207 (The Meaning of Life)
   - PHIL G 214 (The Idea of a Nation)
   - PHIL 200 (African Philosophy)
   - PHIL 210 (The Philosophy of Education)
   - PHIL 215 (Philosophical Foundations of Public Policy)
   - PHIL 220 (Environmental Ethics)
   - PHIL 222 (Moral Issues in Medicine)
   - PHIL 230 (Philosophy and Feminism)
   - PHIL 232 (Philosophy and Multiculturalism)
   - PHIL 287 (Equality)
   - PHIL 307 (Technology and Values)
   - PHIL 388 (Moral Issues)

Other Courses

The following courses often count toward the ethics and social and political philosophy major.

In Area 1:

- PHIL 211 (Ancient Philosophy)
- PHIL 227 (Existentialism and Phenomenology)
- PHIL 351 (Plato)
- PHIL 357 (Kierkegaard)
- PHIL 452 (Aristotle)
- PHIL 455 (Hegel)

A student may petition to count one (but only one) course in another department or interdisciplinary program toward fulfillment of the ethics and social and political philosophy major requirements. The course must bear a close relation to the concerns and methods of the major.

Philosophy and Public Policy Major

In order to complete the major in philosophy and public policy students must take 12 courses, of which at least three are philosophy courses at the level of 300 or above (not including the Senior Directed Study), in accord with the following stipulations:

1. Three courses which must include
   - PHIL 100 (Introduction to Philosophy) or 108 (Moral and Social Problems) or 209 (Individual and Community)
   - PHIL 215 (Philosophical Foundations of Public Policy)
   - PHIL 450 (Rights)
2. At least one of the following applied philosophy courses:
   - PHIL 265 (Sanity and Madness)
   - PHIL 210 (Philosophy of Education)
   - PHIL 220 (Environmental Ethics)
   - PHIL 222 (Moral Issues in Medicine)
   - PHIL 223 (Psychiatry, Law, and Public Policy)
   - PHIL 230 (Philosophy and Feminism)
   - PHIL 232 (Philosophy and Multiculturalism)
   - PHIL 280 (Social and Political Philosophy)
   - PHIL 287 (Equality)
   - PHIL 307 (Technology and Values)
3. Two policy-related cognate courses offered by other departments and programs from a list including but not limited to
   - AFRSTY 320 (Problems in Urban Education)
   - POLSCI 203 (Public Policy)
   - POLSCI 347 (Politics, Social Choice, and Public Policy)
   - SOCIOL 250 (Social Policy)
   - WOST 330 (Women and Public Policy)
   - POLSCI 335 (Law and Public Policy)
4. At least two courses from the following offerings in the history and theory of social philosophy:
   - PHIL 295 (Egoism and Altruism)
   - PHIL 218 (Major Social and Political Thinkers)
   - PHIL 280 (Social and Political Philosophy)
   - PHIL 290 (The Philosophy of Law)
   - PHIL 302 (Topics in Educational Theory and Philosophy)
   - PHIL 318 (Race and Racism)
   - PHIL 333 (Ethical Theory)
   - PHIL 351 (Plato)
   - PHIL 410 (Feminist Legal Theory)
   - PHIL 452 (Aristotle)
   - PHIL 465 (Kant's Moral Philosophy and Its Critics)
5. Senior directed study (to be undertaken in the final year as a 3-credit independent research project supervised by a faculty member of the Philosophy Department).

Optional internships will be arranged for those majors wishing to experience public policy making at state, city, or local levels of governments.

The Minor

Philosophy minors must take at least six courses offered by the department. These must include PHIL 100 (Introduction to Philosophy) and at least two courses numbered 300 or higher. No more than two courses at the 100 level may be included in the required six. (PHIL 478, 479, and 601 do not normally count toward the satisfaction of the 300-level or higher minor course requirements.)

Students will be assigned advisors upon notifying the Philosophy Department that they will be minoring in philosophy. Each student's advisor will recommend course sequencing at intermediate and advanced levels suitable to the student's needs and major program. For example, students majoring in political science may be advised to take courses relating to social and political philosophy, while students majoring in English or concentrating in linguistics may be advised to take logic before proceeding to intermediate and advanced courses.

Philosophy and Law Program of Study

This interdisciplinary program, administered by the Philosophy Department in collaboration with the College of Public and Community Service, is open to all students regardless of their majors. For complete information, see the "Philosophy and Law" section of this publication.

Transfer Credit Policy

No more than five transfer courses are normally accepted toward the major requirements in philosophy. All majors are required to complete at least three courses at the 300 level or above in the Philosophy Department at UMass Boston.

Department of Philosophy

Courses

PHIL G104
Justice, Punishment and Reparation

PHIL G10S
Contemporary Moral and Social Problems

PHIL G106
Justice and Money

PHIL G107
Self and Society

PHIL G109
Moral Debate in Society

PHIL G110
Equality and Justice

PHIL G121
Mind and Reality

PHIL G130
Privacy

PHIL G201
Morals and Law

PHIL G207
The Meaning of Life

PHIL G214
The Idea of a Nation

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

PHIL 100
Introduction to Philosophy
An introductory examination of the problems and scope of philosophy.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

PHIL 108
Moral and Social Problems
Important moral and social issues of current concern are examined and debated. The course covers several problems each semester from a list including criminal punishment, war, abortion, racism, violence, the death penalty, private property, sexism, animal rights, the environment, and hunger.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

PHIL 120
Introduction to Logic
The study of valid reasoning using formal methods of proof with truth functions, deductions, and quantifiers. Analysis of the logical structure of language related to philosophical questions of truth, paradox, and reference.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

PHIL 200
African Philosophy: Personhood and Morality
Through a comparison of the concepts of personhood and morality in the United States, the Akan of Ghana and the NSO of Cameroon, this course offers alternative perspectives on such perennial moral, legal and cultural issues as abortion, polygamy, and religion.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 205
Inquiry and Investigation
Examination of the structure, powers, and limitations of science as a systematic way of inquiring into the nature of physical, human, and social reality. Readings from Hempel, E Nagel, Kuhn, Feyerabend, Hanson, Toulmin, and Reichenbach.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Millman and Staff

PHIL 207
Civic Education in Liberal Democratic States
Civic education maintains democratic values. This course examines controversies in definitions of civic values and the balance between state interests and citizens' liberty rights. Topics include: What takes priority, parental wishes or state requirements when, for example, fundamental Christians, Muslims and others claim accommodations in public education? What aspects of familial or religious life should be shielded from state intervention?
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 208
Existential Themes in Philosophy and Literature
This course introduces the area of philosophical and humanistic studies by means of a consideration of existentialist ideas in both literature and philosophy. Issues will be chosen from a list including the self in relation to others; authenticity, self-deception, and bad faith; freedom and responsibility; death and the meaning of life; and the possibility of objective knowledge.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Tirrell and Staff

PHIL 209
Individual and Community
This course is a thematic introduction to methods and ideas central to philosophical and humanistic inquiry. The course will take up a series of ideas and thinkers linked by their relation to the theme of the individual in his or her relation to the community. Questions to be explored include: What sort of thing is a community? Are there fundamentally different kinds of communities? What rights and obligations do communities and individuals have over and to each other?
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Smith and Staff

PHIL 210
The Philosophy of Education
Philosophical ideas and concepts relevant to the nature and aims of education.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

PHIL 211
Ancient Philosophy
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and neo-Platonists, with emphasis on Plato and Aristotle. (Course offered in the fall only.)
Prerequisite: PHIL 100 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Beresford

Department of Philosophy

PHIL 212
Modern Philosophy
The views of the continental rationalists—Descartes, Spinoza, Leibnitz—and the British Empiricists—Locke, Berkeley, Hume—in relation to general intellectual developments from the Renaissance to the Enlightenment. (Course offered in the spring only.)
Prerequisite: PHIL 100.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

PHIL 213
Nineteenth Century Philosophy
An exploration of the works of such major European thinkers of the nineteenth century as Hegel, Kierkegaard, Dostoevsky, Nietzsche, Feuerbach, Marx, and Mill.
Prerequisite: PHIL 100.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

PHIL 215
Philosophical Foundations of Public Policy
This course explores several central philosophical frameworks underlying contemporary public policy debates, including various conceptions of social justice and human rights, utilitarian theory and decision theory. The role of philosophy in public policy will be illustrated through an analysis of such contemporary issues as foreign policy and human rights, tax policy, cost benefit analysis, environmental and health care issues, workfare, world population problems, and the dangerous mentally ill.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Radden, Mr Millman

PHIL 216
The History of Ethics
This course focuses on four or five philosophers whose impact on the development of Western thinking about ethics has been substantial, e.g., Plato, Aristotle, Hume, Kant, and Nietzsche. The following are the sorts of questions with which they were preoccupied, and upon which we focus in reading them: Is there a single ideal life which all human beings should strive to live—and if so, what does it consist in? What are the virtues that human beings should exemplify? Why should one live a moral life? Are there objective moral standards—and if so, how does one discover what they are? What roles do reason and the emotions, respectively, play in the moral life? Special attention is given to the role that one's metaphysical views and one's views of human nature play in shaping one's theory of ethics.
Prerequisite: PHIL 100, or 108, or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Rivera and Staff

PHIL 218
Major Social and Political Thinkers
The primary concern of this course is historical: the elucidation of the political and social theories of some of the major figures of the Western tradition (e.g., Plato, Machiavelli, Hobbes, Rousseau, and Marx). Emphasis is given to the continuing relevance of these philosophers and political scientists.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Wingo and Staff

PHIL 220
Environmental Ethics
An examination of humanity's place in the natural world and its implications for ethics. Topics include the environmental crisis and the need for a new environmental ethic, the ethical dimensions of environmental policy issues, human-centered ethics, obligations to future generations, the intrinsic value of the natural world, animal rights, wilderness, and preservation of species.
Prerequisite: PHIL 100 or PHIL 108, or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Millman and Staff

PHIL 221
Business and Management Ethics
An examination of the principles and theories of ethics applied to the problems of business, management, and industry at the decision-making level. Ethical analysis of cases involving issues such as conflict of interest, whistle-blowing, corporate social responsibility, and codes of ethics.
Prerequisite: PHIL 100 or 108, or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

PHIL 222
Moral Issues in Medicine
Concepts of health, illness and healing, under different paradigms of medicine. Is medicine an art or science? What is the impact of medical technology on human life and death? What is considered "natural"? Attention is given to issues in human reproduction (e.g. in vitro fertilization, conception, abortion). Questions of authority, accountability in doctor-patient relationships, patient advocacy, self help, right to health care or to refuse treatment. Social and political questions of health care organization.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Smith and Staff

PHIL 223
Mental Health: Law and Public Policy
Such topics as involuntary hospitalization, rights to refuse and receive treatment, institutionalization and deinstitutionalization, competence to stand trial, and the insanity defense are considered through an examination of case law, statutes, policy, and practice respecting the mentally disturbed. Theories of responsibility, rights, privacy, paternalism, and freedom are also discussed.
Prerequisite: One introductory-level course in philosophy, or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Radden

PHIL 224
The Philosophy of Art
Late twentieth-century art has insistently challenged us to come to terms with our understanding of the very nature of the art work. This course is a survey of the major theories of the nature of art, with special emphasis on the views that art is a matter of representing or imitating reality, that art is a form of catharsis, that art is a matter of the expression of emotion, that art is a special kind of symbolic form. It also addresses such questions as the role of art history in a theory of aesthetic interpretation, the problem of forgery, the issue of artistic responsibility and the recent debates over censorship of the arts.
Prerequisites: PHIL 100 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Tirrell, and Staff

Department of Philosophy

PHIL 225
The Philosophy of Religion
An application of imagination and reasoning in order to appraise the strengths or weaknesses of famous arguments concerning the relation of faith to reason and the existence or non-existence of a western type of God, in view of natural evil and of the rise of science. Discussion of the significance of reports of miracles and of mystical and religious experiences.
Prerequisite: PHIL 108 or 100, or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Shope and Staff

PHIL 227
Existentialism and Phenomenology
An inquiry into the broad philosophical movement of existentialism, through a reading of major existentialist thinkers including Sartre, Beauvoir, Camus, Merleau-Ponty, Marcel, Kierkegaard, Jaspers and Heidegger. Topics to be discussed include authenticity and freedom, self-deception, the absurd, the critique of Cartesianism, subjectivity and objectivity, and death and the meaning of life.
Prerequisite: PHIL 100 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

PHIL 230
Philosophy and Feminism
Different philosophical theories of feminist issues, including women's rights, whether women have a separate or special place in the family and social order, gender differences and biological factors in human nature, theories of patriarchy, how gender and world view are related. Readings from classical and contemporary philosophers and feminist thinkers. Note: At least one course in philosophy and one course in women's studies are recommended, though not required.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Tirrell and Staff

PHIL 232
Philosophy and Multiculturalism
The course explores the philosophical dimension of three or four of the following issues central to current debates concerning multiculturalism in society: cultural respect; ethnic and racial identities; speech codes; cultural and moral relativism; multiculturalism, separatism, and unity.
Prerequisite: One course in philosophy or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 265
Sanity and Madness
This course looks at a number of questions about insanity or "madness": What it is like, how it should be described and regarded, therapeutic and curative responses to it, and what special treatment—if any—its sufferers deserve. We pay particular attention to the claims of the so-called "anti-psychiatry" movement, to Foucault and contemporary post-modernist writing, and to feminist analyses of the relation between madness and gender. (Course offered in the spring only.)
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Radden

PHIL 280
Social and Political Philosophy
Representative problems and themes of social and political philosophy, especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract. These topics are explored through the work of classical and contemporary political and social philosophers.
Prerequisite: PHIL 100 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Rivera and Staff

PHIL Z281
Special Topics
A sophomore level course offering selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: One course in philosophy or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 287
Equality
Examination of the ideals of social equality and equal respect in the context of actual inequalities of gender, race, and sexual orientation. Topics are drawn from the following: The nature of equality; racism and racial inequality; justice and the division of labor in the family; sex roles; affirmative action; sexual harassment; sexual orientation and the family; sameness, difference, and equality.
Distribution I Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 288
Capitalism and Socialism
A comparative study of the philosophical foundations of two major systems of economic production and distribution. Through readings of representative authors the course focuses on the values embodied in each system. For example: equality, justice, civil liberties, cooperation, and individual initiative. The nature and importance of underlying assumptions about human needs and desires are also considered.
Prerequisite: PHIL 100 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

PHIL 289
Marxist Philosophy
A philosophical exploration of the thought of Karl Marx, based on a reading of his early and mature works. Topics discussed are idealism and materialism; the relation between theory and practice; dialectic; alienation; ideology; class; the analysis of capitalism; reification; and some contemporary theories, including critical theory and socialist feminism. Other theorists read include Lenin, Engels, Mao Tse Tung, Lukács, Braverman, EP Thompson, Marcuse, and Gorz.
Prerequisite: PHIL 100 or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

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PHIL 290
The Philosophy of Law
This course explores fundamental questions concerning the nature of law and the relation between law and justice. It examines questions concerning the source of the obligation to obey law, the limits of the obligation to law, and the moral conditions that make law possible. This exploration leads to an examination such of different judicial philosophies of constitutional interpretation as original intent, judicial restraint, and judicial activism. The course continues with a study of some perplexing questions about the meaning of equality and justice as they arise in legal cases dealing with race and/or gender. Some offerings of this course conclude with an exploration of the moral basis of international law by way of a critical analysis of the Nuremberg Trial.
Prerequisite: At least one course in philosophy or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

PHIL 295
Egoism and Altruism
This course explores the phenomena of egoism and altruism in light of two perennial concerns of ethical theory: Do we always act ultimately only for our own benefit? Do we have an obligation or reason to care about the welfare of others? Topics and readings include: The historical debate (Hobbes, Butler, Freud, Colin Turnbull). The desirability of egoism (Ayn Rand, W Somerset Maugham, *The Moon and Sixpence.*) Women and altruism (Anna Freud, Jean Baker Miller). "Psychological egoism" (J Rachels, CD Broad). The nature of care and sympathy (Adam Smith, Max Scheler, M Mayeroff). Sociobiology and altruism (EO Wilson, Mary Midgley). Altruism and society: the case of giving blood (RH Titmuss, Peter Singer). Social psychology and altruism (Darley and Latane). Universal and conditional love (Kierkegaard, L Blum). In addition to standard philosophical readings, the course makes use of material from literature, anthropology, biology, psychology, and sociology, exploring their contribution to an understanding of egoism and altruism.
Prerequisite: One course in philosophy.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 297
Asian Philosophy
This course introduces students to some of the principal philosophical traditions of India and China. It examines the belief- systems of Hinduism and Buddhism in both India and China, as well as Taoism. Participants also explore in somewhat more detail the Hindu school of Advaita Vedanta in the work of Sankara, and the Madhyamika Buddhism of Nagarjuna. Traditional topics to be addressed include metaphysics, the theory of self (or not-self), relations of world and mind, the status of God (or the lack thereof), the situation of women in these religions, the goal of philosophy, and others. Comparisons among these traditions and with Western thought are attempted and encouraged, but no prior knowledge of specific traditions is assumed.
Prerequisite: Some background in Western philosophy.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits

PHIL 302
Topics in Educational Theory and Philosophy
Designed for students with some background in philosophy. This course focuses on one or more problems in philosophy of education, examples of which are: the nature of teaching and learning, the justification of educational decisions, the aims and content of political, moral and religious education, the relationship between education and society, and the nature of a liberal education.
Prerequisite: PHIL 100 or permission of the instructor.
3 Lect Hrs, 3 Credits

PHIL 303
Simone Weil
Simone Weil (1909-1943) was a French philosopher, political activist, Christian thinker and critic of Western culture. The course focuses on Weil's writings about politics, work, Marxism, God, affliction, love, power and oppression, the individual and collectivity, science and technology, Plato and Greek culture, philosophy, and truth.
Prerequisite: One course in philosophy, junior standing, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 305
Philosophy and Literature
A study of concepts such as self-knowledge, knowledge of others, sympathy, freedom, happiness, fantasy, selfishness, self-deception, pleasure, feeling and desire as they find expression in works of literature. Readings are selected from such works as *Middlemarch* by George Eliot, *Anna Karenina* by Tolstoy, *The Brothers Karamazov* by Dostoevsky, *The Red and the Black* by Stendhal, *Remembrance of Things Past* by Proust, and *Under the Net* by Iris Murdoch.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

PHIL 307
Technology and Values
The impact of technology on contemporary values, and the ethical issues arising out of technology. Topics include global distributive justice; environmental ethics; recombinant DNA technology; and rational methods of technology assessment such as risk-benefit analysis.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Millman

PHIL 308
Feminist Ethics
In the 1960s and '70s, feminist ethics assumed that ethical theory as it stood was fully adequate to address questions relevant to women's lives, such as abortion, affirmative action, justice in the family, and pornography. Later, it was recognized that ethics as it is traditionally understood does not capture women's experience. Such thinkers as Gilligan, Noddings, and Ruddick advanced the view that women's moral experience is distinctive, and offered theories that utilize this distinctive perspective (often referred to as "the ethic of care") as a critique of traditional moral theorizing. These theories and their critique by other feminist theorists such as Hoagland are the focus of this course, including approaches to integrity, trust, and responsibility that are possible when women's ethical experience is taken seriously. Participants also consider the ways in which feminist moral theory is important for understanding issues relevant to women's lives such as abortion, pornography, environmentalism, and sexuality.
Prerequisite: One philosophy course or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Rivera

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PHIL 309
Ethics of Property
This course examines ethical and philosophical foundations of property and contemporary moral dilemmas concerning property, using readings in classical and contemporary ethical, legal, and political theory. Topics will include the relation between personhood and property, biological and intellectual property, privacy as a property right, the communal property of native people, and cultural objects as property.
Prerequisites: Successful completion of two philosophy courses.
3 Lect Hrs, 3 Credits
Ms Smith

PHIL 311
Medieval Philosophy
A survey of major medieval philosophers, chiefly Augustine, Boethius, Anselm, Aquinas, Eckhart, and Nicolas of Cusa, with emphasis on their theories of self-knowledge, wisdom, goodness, happiness, love, truth, freedom, being, language, intellect and reason, eternity, time, and man as an image of God.
Prerequisite: PHIL 211 (Ancient Philosophy) or permission of the instructor.
3 Lect Hrs, 3 Credits

PHIL 314
Contemporary Analytic Philosophy
This course deals with some major trends in analytical philosophy in the twentieth century. It examines such movements as logical atomism, logical positivism, ordinary language philosophy, contemporary pragmatism, and irrealism, in order to explore their emphasis on the role of language in the formulations of solutions to traditional problems in epistemology, metaphysics, and ethics. The course also explores current debates over relativism. Readings include the work of such philosophers as Russell, Carnap, Ayer, Austin, James, Quine, Goodman, Putnam, and others. Some knowledge of logic is desirable.
Prerequisite: PHIL 100, and one additional philosophy course at or above the 200 level; or permission of the instructor.
3 Lect Hrs, 3 Credits

PHIL 318
Race and Racism
This course examines the genesis of the idea of "race" as a way of viewing human differences from the 16th to the 19th centuries. It also explores conceptions of "racism" in relation to such contemporary phenomena as white privilege, "institutional racism," race and crime, race and intelligence, affirmative action, racial hostility among non-"white" groups, "internalized racism," race and class, and anti-immigrant hostility. Finally, the course looks at the notion of "mixed race" persons, their place in the hierarchy of racism and their role in challenging the concept of "race" itself. Though the course focuses primarily on whites and African Americans, racism as it bears on Native Americans, Asian Americans and Latinos is also considered.
Prerequisite: One of the following: A course in philosophy or political theory with a social or ethical focus; a course in Africana studies; a course dealing with racial issues in another discipline; permission of instructor.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 327
Meaning and Being
Exploration of themes in recent European philosophy, such as the self and the social world, anti-Cartesianism, subjectivity, language, and embodiment. Special attention to the life-world, being-in-the-world, and forms of life. Readings from such philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty and Wittgenstein. The course is an appropriate sequel to PHIL 213 or PHIL 227.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 333
Ethical Theory
A study of some of the major contemporary approaches to issues of right and wrong, good and bad, and good character: utilitarianism, deontology, the ethics of care, virtue ethics, feminist ethics, and issues of current importance in ethics-relativism, moral excellence, gender differences in morality. A systematic rather than historical approach. (Course offered about every two years.)
Prerequisite: PHIL 100.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 335
Utopian Justice
This course explores Classical, Renaissance, and 19th and 20th century utopian and anti-utopian writing. Emphasis is given to what constraints of nature and human nature and what principles and values guide our assessments of these "possible worlds" vis-à-vis economic and social justice, freedom, and ecology.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Radden

PHIL 337
Third World Political Philosophy
A study of African, Caribbean, and Afro-American theorists and perhaps a couple of Asian theorists. Topics include theories of race and racism, post-colonial theories, third world Marxism, racial and cultural nationalism, third world women's issues, identity issues, and contemporary debates in African philosophy. Thinkers studied include Nkrumah, Senghor, Garvey, DuBois, Cabral, Fanon, and Appiah, among others.
Prerequisite: Philosophy 100 or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 344
The Philosophy of Mind
The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: PHIL 100 or permission of instructor.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Shope

PHIL 345
Theory of Knowledge
Knowledge—its nature, forms, methods, scope, and validation. What are the relations of knowledge and justification to sense experience? For example, does knowledge of our surroundings rest upon a foundation of sense experience? Is knowledge of the so-called "truths of reason" in some way independent of evidence provided by sense experience? How is a body of knowledge related to an individual knower? Does the justification of one's beliefs depend upon what psychology reveals about the reliability of methods for acquiring the beliefs? Readings from contemporary sources.
Prerequisite: One philosophy course numbered 200 or above, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Shope

PHIL 346
The Philosophy of Science
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Millman

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PHIL 347
Problems of Metaphysics
Ideas such as substance, causality, mind and body, and free will, as they appear in several major metaphysical systems.
Prerequisite: Any philosophy course numbered 200 or above.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

PHIL 350
Rationality and Ritual
This course focuses on the controversy about the proper way to interpret traditional magico-religious thought and ritual. It explores, on the one hand, the claim that traditional thought can be correctly viewed as analogous to scientific thought, that it is a product of a theoretical model building process. The course also examines, on the other hand, the claim that ritual, unlike science, can be more correctly and fruitfully viewed as essentially expressive and symbolic. This view holds that ritual is more like the arts than like science, in that its function is to dramatize experience rather than to analyze it. As part of these investigations, the course also raises and examines issues of rationality, relativism, the "primitive mind," and the differences between science and art, description and expression. Readings are drawn from the writings of such anthropologists and philosophers as Beattie, Evans-Prichard, Horton, Vogt, Feyerabend, Goodman, Hollis, Kuhn, Lukes, Quine and others.
Prerequisites: PHIL 100 or one intermediate-level course in philosophy, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 351
Plato
Plato's ethics, metaphysics, and theory of knowledge in the *Phaedo, Republic, Theaetetus, Cratylus, Parmenides, Sophist, Statesman*, and *Philebus*, as a solution to problems raised by his predecessors, notably the Pythagoreans, Heraclitus, Parmenides, and the Sophists.
Prerequisite: PHIL 211, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Beresford

PHIL 357
Kierkegaard
Theories of meaning, truth, knowledge, good and freedom, in the aesthetic, ethical, and religious works of Kierkegaard, in contrast to those of Plato, Lessing, Kant, Hegel, and Simone Weil. (Course not offered 2002-2003.)
Prerequisite: PHIL 100, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 360
Bertrand Russell
Russell's contributions to philosophy of language, logic, theory of knowledge, and science. His relations with other philosophers (Frege, Wittgenstein, William James) and twentieth century intellectual issues (pacifism, secular humanism).
Prerequisite: PHIL 100, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

PHIL Z381
A junior-level course offering selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 388
Moral Issues
Application of advanced philosophical techniques to case studies and philosophical issues concerning three or four interrelated moral issues, such as suicide, self-defense, capital punishment, abortion, and euthanasia. Emphasis on contemporary sources with some consideration of the views of classical philosophers. Approximately one month is spent on each issue.
Prerequisite: PHIL 100 or 108, or permission of the instructor.
3 Lect Hrs, 3 Credits

PHIL 405
African Political Philosophy
Exploring human experiences in African political thought could illuminate understanding of power relationships in the world. This course focuses on political and philosophical questions about the relationship between individual citizens, groups, states, societies and indigenous African political thoughts and practices. Participants explore central issues relating to freedom of women from oppression by men supported by customs; freedom of the mind from constraints on inquiring, questioning, and speaking; freedom of the economy from opportunists; and freedom of citizens from all forms of tyranny. The course investigates the works of such African "Philosopher Kings" as Kwame Nkrumah, Kenneth Kaunda, Julius Nyerere, and Leopold Senghor in relation to questions of political legitimacy, political order, colonial influence and domination, individual rights, and communal identifications.
Prerequisite: One course in philosophy or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 410
Feminist Legal Theory
This course focuses on several ways that feminist philosophy forces reconsideration of basic philosophical tenets and practices of American law. Key areas of feminist concern to be addressed include articulating and interpreting the demand for equality in light of questions about the ways in which the situations of men and women are the same or different; and understanding the significance of abortion, sexual harassment, and rape. Key areas of the law on which these concerns put pressure include equality as sameness, the distinction between public and private, the presumption of innocence, and the appeal to "what any reasonable man would believe" as a standard in law.
Prerequisite: PHIL 100 or PHIL 230, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 430
Literary Theory and Critical Theory
This course presents contemporary literary theory in connection with related developments in contemporary philosophy of language. Philosophy of language asks: What is it for a set of signs or symbols to have meaning? How is meaning, in general, possible, and how is it that a particular set of signs can have a particular meaning? What is a language? What is the relation between the sign and the signifier, the word and the object? What is the relation between writing, speech, and being? Literary theory and critical theory ask: What is a literary text? What is a genre and why do we distinguish them? What is an author? What is interpretation? Is paraphrase (saying the same thing two different ways) really possible? What is the role of the critic? How do the norms governing interpretation help to shape the "reality" that is interpreted? Readings range from ordinary language philosophy (e.g., Wittgenstein, Austin, Searle) to structuralism to new criticism to reader-response theory, deconstruction, and post-structuralism.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 437
Topics in Feminist Theory
This course is an advanced discussion of a current topic or topics in feminist theory. It is designed for students with some background in philosophy and in feminist theory. Some sample topics are feminist ethics,

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feminist epistemology, feminist and social constructivist theories of the self, feminist social and political theory. A Philosophy Department booklet lists current topics.
Prerequisite: PHIL 230 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 440
Logic and Language
Topics in philosophy of language and logic: theory of reference, meaning, relation between language and reality, role of logical analysis of language in Russell's theory of descriptions and its critics, liar paradox and theory of truth, Chomsky's views on language and mind, and the relation between language and culture. Readings in current philosophy and linguistics. Course satisfies Linguistics Program requirements.
Prerequisites: Two philosophy courses, including one in logic, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

PHIL 450
Rights
This course examines a range of contemporary theories, including those of Rawls, Nozick, Feinberg, and Dworkin. It outlines the classical tradition, and introduces the work of legal positivists like Austin and Hart. Emphasis is placed on alternatives to rights based theories and on criticisms of rights systems, such as that put forward by contemporary communitarians, virtue theorists, and feminist theorists.
Prerequisite: One philosophy course at or above the 200 level, or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Radden and Staff

PHIL 452
Aristotle
Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number and the good.
Prerequisite: PHIL 211 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Beresford

PHIL 455
Hegel
This course is an introduction to the philosophy of Hegel and to the Hegelian tradition, through a reading of Hegel's major work, *The Phenomenology of Spirit*. Other readings for the course include excerpts of *The Science of Logic* and *The Philosophy of Right*, as well as important critical sources.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 462
The Critical Philosophy of Immanuel Kant
The Critique of Pure Reason, with special attention to Kant's epistemology and critique of metaphysics.
Prerequisite: PHIL 212 or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 465
Kant's Moral Philosophy and Its Critics
A study of some of the major ethical writings of Immanuel Kant, possibly the greatest moral philosopher in the Western tradition—*Groundwork of the Metaphysics of Morals*, selections from *Critique of Practical Reason*, *Religion Within the Limits of Reason Alone*. Also Arthur Schopenhauer's critique of Kant's ethics, *On the Basis of Morality*. Brief attention to Hegel's critique of Kant.
Prerequisite: Two courses in philosophy, one of which must be at 200 level or above.
3 Lect Hrs, 3 Credits

PHIL 468
Nietzsche
An advanced intensive philosophical study of Nietzsche's works, from *The Birth of Tragedy* to *On the Genealogy of Morals*.
Prerequisites: Successful completion of two philosophy courses, one of which must be at the 200 level or above.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 470
Wittgenstein
Intensive study of the early and late work of Ludwig Wittgenstein. Beginning with *Tractatus Logico-Philosophicus*, the course provides a historical-philosophical context for Wittgenstein's mature work. Other works read include *Philosophical Investigations*, *Zettel*, and *On Certainty*.
Prerequisites: PHIL 100 and one intermediate course in philosophy or equivalent.
3 Lect Hrs, 3 Credits
Ms Smith and Staff

PHIL 478
Independent Study I
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
1-3 Credits

PHIL 479
Independent Study II
See PHIL 478.

PHIL 480
Group Independent Study
Group independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
3 Lect Hrs, 3 Credits

PHIL Z481
Selected Special Topics in Philosophy
An advanced course offering intensive study of selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: PHIL 100 or 108.
3 Lect Hrs, 3 Credits

PHIL 501
Foundations of Philosophical Thought
By discussing four or five traditional substantive problems in philosophy-morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization—we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Millman

PHILOSOPHY AND LAW PROGRAM

Director

Professor Jennifer Radden

The Program

The Philosophy and Law Program in is open to all UMass Boston students as a supplement to their majors. This interdisciplinary program, administered by the Philosophy Department in collaboration with the Law Program of the College of Public and Community Service, provides strong preparation and important background for students interested in attending law school or pursuing law-related careers. This cross-college, integrated program has been designed for students seeking a deeper understanding of the law and its role in society. Courses are taught by lawyers, philosophers and other liberal arts faculty with expertise in the law.

The program requires the completion of eight courses: four philosophy courses and four law-related courses. At least three of the eight courses must be at the 300 level or higher. No more than one course may be taken on a pass-fail basis.

The specific requirements are as follows:

- PHIL 100 (Introduction to Philosophy) or PHIL 108 (Moral and Social Problems)
- PHIL 120 (Logic)
- PHIL 290 (Philosophy of Law)
- PHIL 410 (Feminist Legal Theory) or PHIL 450 (Rights) or PHIL 411 (Critical Legal Theory) or PHIL 301 (Ethics of Property)
- PHILAW 210 (CPCS) (Legislative Labyrinth)
- PHILAW 300 (CPCS) (Basic Legal Reasoning and Research)

Two additional courses from the following list:

- CPCS Law Program courses (Any)
- AFRSTY 430 (Race and the American Legal Process)
- HIST 378 (American Legal History)
- PHIL G201 (Morals and the Law)
- PHIL 223 (Mental Health: Law and Public Policy)
- POLSCI 329 (American Constitutional Law and Theory)
- POLSCI 332 (Civil Liberties in the US)
- POLSCI 415 (Law and International Relations)
- SOCIOL 461 (Internship in Law and Criminal Justice)*
- SOCIOL 462 (Internship in Law and Juvenile Justice)*
- SOCIOL 467 (Sociology of Law)
- WOST 291 (Family Law Practice)

Further information about the program is available from the Philosophy Department.

*Six-credit course.

DEPARTMENT OF POLITICAL SCIENCE

Faculty

AP Simonds, Associate Professor and Chair; Professors Charles Cnudde, Thomas Ferguson, Kate Hartford, Winston Langley, Diane Paul, James Ward, Robert Weiner; Associate Professors Edmund Beard, Maurice T Cunningham, Roger Feinstein, Jack Spence, Primo Vannicelli, Paul Watanabe

The Department

The Department of Political Science offers students a variety of program and course options in the study of political institutions, processes, and problems. In the study of politics, our concern is both practical and evaluative. We endeavor to acquire reliable facts and sound analytic concepts so as to evaluate political phenomena confidently and carefully. We analyze local, national, and international institutions and issues, drawing on current data, historical studies, and theoretical approaches. We attempt to formulate standards for the appraisal of political life and the performance of institutions. Finally, we strive to impress upon students that politics touches on virtually every aspect of a person's existence. Thus, we are not merely concerned with understanding how societies are governed but also with the consequences for human welfare of various structures, processes, and beliefs. We hope thereby to assist in some way in the perennial quest of men and women for a just, compassionate, and responsible political order.

Requirements

The Major

All majors in political science must take a total of eleven courses:

- POLSCI 101-102;
- Five distribution courses, as designated by a letter code following each course title:
  - one course in American politics (Category A),
  - one course in international relations (Category B),
  - two courses in comparative politics (Category C),
  - one course in political theory (Category D);
  - Four additional political science courses, which may or may not be distribution (letter-coded) courses.

At least five of the eleven courses required of each major must be at or above the 300 level. A student completing requirements for a second major or for a program or minor in addition to his or her political science major may, with the approval of his or her advisor, apply up to two courses from the completed major, minor, or program toward this total of eleven.

No more than three courses in internships, independent study, or honors work may be counted toward these requirements.

The Minor

Students minoring in political science must complete a total of six courses:

- POLSCI 101 and POLSCI 102; and
- four more political science courses, including at least two at the 300 or 400 level.

No more than three courses in internships, independent study, or honors work may be counted toward these requirements.

The Pass/Fail Option

Political science majors and minors may use the pass/fail option for no more than one of the eleven required courses. Students who declared the major or minor prior to September 1, 2002 may count more than one pass/fail course toward the major or minor if taken prior to September 1, 2002. Political science majors or minors who are considering taking a political science course pass/fail are strongly encouraged to talk with their faculty advisers before making a final decision.

Honors

Students who have done distinguished academic work in the department may wish to write an honors thesis during their senior year. Those interested in such a project should consult with their advisor prior to the completion of their junior year.

Program in International Relations and Program in Public Policy

In addition to the major and minor in Political Science the Department also administers two interdisciplinary programs: International Relations and Public Policy. While open to all students in the college, these two programs may be of particular interest to political science majors. For additional information, please consult the separate entries under "International Relations" and "Public Policy" in this publication.

Department of Political Science

Transfer Credit Policy

Transfer students must complete a minimum of four political science courses above the 100 level at UMass Boston.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example "POLSCI L250 (ENVSTY L250)," which is cross-listed with the Program in Environmental Studies.

Courses

POLSCI G110
Controversial Political Issues

POLSCI G113
Issues of Political Identity at the Turn of the Century

POLSCI G120
Political Controversies

POLSCI G230
Globalization and Its Discontents

POLSCI G240
Politics, Probability, and Human Health

POLSCI G245
Reading the Newspaper

POLSCI Q221
Introduction to Quantitative Methods

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

POLSCI 101
An Introduction to Politics and Political Science
This course introduces and explores the conceptual vocabulary of politics. Though concerned with problems of political theory, it is designed not for theorists but for anyone who thinks, talks, or worries about the public world. A series of brief case studies is used to show how real-world outcomes are affected by our political ideas and assumptions.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

POLSCI 102
Government and Politics of the United States
An introduction to the structures, processes, and results of the American governmental system. The course focuses on the national government and national political behavior, although state, regional, and local structures and issues are also introduced. Topics include institutions of government, political principles and ideologies, public opinion, political socialization, political parties, mass media, elections, interest groups, civil rights and civil liberties, public policies and policy making.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

POLSCI 123
Political Ideas of the Twentieth Century
Major political viewpoints of the present, including Conservatism, Liberalism, Marxism, and Fascism.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

POLSCI 180
Special Topics Mini-Course in Political Science
Short courses in political science on topics of current interest, offered on a one-time basis.
1-2 Lect Hrs, 1-2 Credits

POLSCI 201
Comparative Politics of Industrialized Societies (C)
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Vannicelli, Mr Weiner

POLSCI 202
Comparative Politics of Transitional Societies (C)
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Hartford, Mr Langley, Mr Spence, Mr Vannicelli

POLSCI 203
Public Policy (A)
The process of policy making and the manner and effects of policy implementation in states and localities.
Prerequisite: Sophomore standing.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Cunningham, Mr Ferguson

POLSCI 220
International Relations (B)
This course focuses on basic patterns and concepts which explain interactions among nations. Special attention is given to the role of ideologies, international organizations, conflict resolution, the impact of multinational corporations, underdevelopment, the international dimension of human rights, ethnic, "racial," religious, and gender differences, and the dynamics of globalization.
Prerequisite: Sophomore standing.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Langley, Mr Vannicelli, Mr Watanabe, Mr Weiner

POLSCI 224
The Political Novel (D)
This course studies some of the best novels concerning political conditions, ideas, and passions in our time. Franz Kafka, André Malraux, Arthur Koestler, George Orwell, and Ignazio Silone are among the novelists whose works are read. Such writers depict the plight of human beings; their works are broad in scope and philosophical in mood. Consequently they offer a superb opportunity for reflection and discussion concerning human nature, the human situation today, and the political possibilities and responsibilities that these put before us.
Prerequisite: Sophomore standing.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI L250 (ENVSTY L250)
Introduction to Environmental Policymaking
This course provides an overview of environmental policymaking in the US and to a lesser degree internationally. Students learn how environmental knowledge is turned into laws, regulations, management practices, and social behavior. Through case studies and role-playing, students experience the dynamic interplay of science, interest group politics, economic and institutional constraints, and value-based social movement organizing.

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Prerequisites: ENVSTY 101 or an equivalent introductory course, or POLSCI 101,102. Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

POLSCI 251
Ancient and Medieval Political Thought (D)
The origins and the early development of the main political ideas of the West. (Course offered in the fall only.)
Prerequisite: Sophomore standing. Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 252
Modern Political Thought (D)
The history of Western political ideas from the time of Machiavelli to that of Marx and Nietzsche.
Prerequisite: Sophomore standing. Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Simonds, Mr Ward

POLSCI L265
World War II Internment of Japanese Americans (A)
The US Government in 1942 commenced the internment of 120,000 Americans of Japanese ancestry. This course considers political, economic, legal, sociological and historical matters in the examination of this chapter in American life. The course encompasses experiences beyond the internment, including early Japanese immigration, the battle for redress and reparations, and the current status of Japanese and Asian Americans.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Watanabe

POLSCI 305
Images of World Politics in Film and Literature (B)
Examination of political symbolism, both as an approach to political analysis and as a source of information on non-American political systems. Films and related readings on visions of past, present, and future politics.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 306
Political Socialization (C)
Analysis of the various institutions that act as socializing agents in the political culture. Focus is on family, race, class, political parties, ethnicity, gender, government, and education.
3 Lect Hrs, 3 Credits

POLSCI 307
Political Change and Group Identity (C)
The course is concerned with the impact of group identity—racial, religious, ethnic, gender, sexual, class, national—on political systems.
3 Lect Hrs, 3 Credits

POLSCI 308
The View from Below (C)
This course approaches nagging contemporary political issues from the perspective of those whose opinions are least considered: those who possess, or feel they possess, less power, who are politically estranged, or who are peripheral to the mainstream of politics. From this perspective, the course considers such issues as whether the American political process is democratic and whether the federal government governs well; and such topics as social change in the United States, and the role of the United States in the world. The course considers whether non-participants are apathetic or, rather, quiescent.
Prerequisites: POLSCI 122 and 123.
3 Lect Hrs, 3 Credits

POLSCI 309
Political Behavior (C)
Introduction to the study of political behavior, including relationships between characterological elements and political attitudes and actions, processes by which societies teach members to behave politically, and national differences in political socialization.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson

POLSCI 311
Political Parties (A)
The American political process, with emphasis on political parties, pressure groups, and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Ward

POLSCI 312
Political Economy (D)
This course is designed to introduce the undergraduate student to competing paradigms in economic thought and public policy. The course begins with a brief overview of the historical, philosophical, and psychological roots of political economy. It continues with an inquiry into conservative, liberal, and radical political economic perspectives. It concludes by applying these three perspectives to policy questions concerning economic development and income distribution.
3 Lect Hrs, 3 Credits

POLSCI 313
Topics in Political Economy (C)
This course is a continuation of POLSCI 312. Using the theoretical perspectives explored in the first semester it focuses on several substantive areas of political economy, including education, trends in wages and income, global market competition, and industrial and trade policy.
Prerequisite: POLSCI 312 or permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI 315
American Political Behavior (A)
A close examination of the major areas of theory and research on American political behavior: public opinion and political attitudes; political participation; elections and voting; and political socialization. Both social-psychological and structural and institutional factors are emphasized.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Watanabe

POLSCI 318
The Legislative Process (A)
The function of national and state legislatures, and the role played by political parties and interest groups in legislatures.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson

POLSCI 324
The American Presidency (A)
The powers, the limitations, and the organization of the Presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Cunningham, Mr Ferguson, Mr Beard

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POLSCI 325
Public Administration (A)
A study of the bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 327
Public Management I (A)
This course explores the dimensions of government organizations as they attempt to attain their politically approved goals while maintaining their own integrity. Political bureaucracies in Massachusetts provide the major source materials for study.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 328
Public Management II (A)
A continuation of POLSCI 327.
Prerequisite: POLSCI 327 or permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI 329
American Constitutional Law and Theory (A)
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial power, the way it inhibits and facilitates operation of the political process, and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Bussiere

POLSCI 330
Presidential Elections (A)
The course examines systematically the process by which the President of the United States is chosen. Presidential recruitment, campaign financing, delegate selection, electoral procedures, media use and involvement, conventions, strategies and tactics, and other aspects of the presidential election process are covered. Most of these discussions take place within the context of recent elections.
3 Lect Hrs, 3 Credits
Mr Watanabe

POLSCI 332
Civil Liberties in the United States (A)
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on five areas: freedom of the press and speech, freedom of religion, criminal procedure, reproductive rights, and school desegregation.
Prerequisite: Junior standing.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Bussiere

POLSCI 335
Law and Public Policy (A)
The main objective of this course is to expose students to (1) different theoretical perspectives on law and public policy (concentrating on law and the courts), (2) some important substantive areas of law and public policy, and (3) broader questions regarding the study and practice of public policy in the United States. Although the focus is on "judicial" policymaking, the broader phenomenon of institutional development and interaction with societal forces is of special concern in this course. Class discussion and assignments are geared toward developing students' analytical skills so that they are able to examine policy issues from multiple theoretical angles and, thereby, to gain a critical perspective.
3 Lect Hrs, 3 Credits
Ms Bussiere

POLSCI 338
Massachusetts Politics (A)
A study of state and local government and politics in Massachusetts, emphasizing its unique features as well as its similarities to other state systems.
3 Lect Hrs, 3 Credits

POLSCI 340
Boston: Cooperation and Conflict in the Urban Environment (A)
The course helps students become familiar with the historical backgrounds of Boston's social systems, which leads to investigation and discussion of the city's contemporary political and social problems. The materials for this course consist of scholarly writings, journalists' reports, government documents, judicial opinions, biographies, films, and slide lectures, all focused on Boston and the metropolitan region.
Prerequisite: Junior standing or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Feinstein

POLSCI 341
Metropolitan Politics (A)
Municipal politics, organization, and functions; special attention to the impact of recent social and economic changes on cities; and to suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Feinstein

POLSCI 344
Problems of Urban Politics (A)
Some of the issues raised by urbanization—are cities necessary? and is the relatively democratic structure of the American cities responsible for some of their problems? and has there been a revolution of rising expectations in urban life?—considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Feinstein

POLSCI 347
Politics, Social Choice and Public Policy (D)
Social choice theory is concerned with the ways in which individual values and choices are connected with collective choices. It is an important theoretical focus in contemporary political science which has generated an expanding research literature on such topics as public policy, parties, elections and interest groups. This course presents the central concepts of social choice theory, examines theoretical and empirical applications, and concentrates on the study of public policy. Both the uses and limitations of social choice theory are explored.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 348
Science and Public Policy (A)
Although few politicians have a scientific background, they are increasingly confronted with issues that are scientifically and technically complex. This course examines how policy makers and the general public cope with such issues of high scientific and technological content and how politicians and their advisors try to control the scientific enterprise; how scientists try to defend their autonomy; and the conflicts between scientific expertise and the democratic control of science.
Prerequisite: One natural science course from chemistry, biology, environmental studies, geography, or physics.
3 Lect Hrs, 3 Credits
Ms Paul

POLSCI 349
Cities and World Development (C)
This course explores comparatively the development of urban areas within the industrialized and developing worlds in the context of theories of world development. Material is covered in four sections: an historical introduction to the birth of the modern city; urbanization in industrialized countries; urbanization in the developing or "third" world; case studies in the recompo-

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sition of cities: New York, London, Paris, Mexico City, Rio, Bombay, Hong Kong.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI 351
The Politics of National Development (C)
The extent to which elements of the Third World have progressed from statehood to nationhood during the decades following the great anticolonial revolution.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 353
European Political Development (C)
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the nineteenth century. The modernization of government and administration, electoral reform, and class and party politics, are among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Simonds, Mr Weiner

POLSCI 354
Postwar European Problems (C)
A comparative review of postwar problems in Europe—postwar recovery, parties and institutions, defense, multinational corporations, and political opposition.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Vannicelli, Mr Weiner

POLSCI L355 (IR L355)
The European Union (B)
This course focuses on the political, economic, and social trends affecting national and intra-regional developments within various countries, as well as on the institutions and processes of the European Union as an emerging supranational entity. Also covered: The European Union's external relations, with particular attention to US-European issues.
3 Lect Hrs, 3 Credits
Mr Vannicelli

POLSCI 356
Comparative Public Administration (C)
An examination of the relationship of bureaucracy to democratic objectives in the context of advanced industrial society, with case studies drawn from the United States, the Soviet Union, Yugoslavia and Israel.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 357
Food: Politics and Policy (C)
The course examines the determinants of food policy and the politics of food. Topics include: the historical evolution of world food systems, farm and food consumption policies in the US and developing countries, and food aid. Special attention is given to international agricultural development aid, the role of agribusiness corporations, and the magnitude of the hunger problem in the US and in the Third World.
3 Lect Hrs, 3 Credits
Ms Hartford

POLSCI 360
The Government and Politics of Britain (C)
Political institutions in Great Britain. Comparisons with those in other Western democracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Weiner

POLSCI 361
The Politics of Eastern Europe (C)
This course focuses upon such issues in Eastern Europe as political leadership, political legitimacy and stability, the leading role of the Communist Party, the relationship between political culture and change, and Eastern Europe-Soviet relations. It explores the revolutions of 1989 and the post-communist political order.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Weiner

POLSCI 363
Politics and Society in Present-Day Russia (C)
After a brief examination of the Soviet political system, this course focuses on contemporary Russian politics and society. Topics include the struggle to transform an authoritarian state into a pluralistic democracy; the transition from a centrally planned economy to a market economy; the role of the military; and social problems such as crime, alcohol abuse and the special difficulties experienced by women.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 365
The Politics of Communication (C)
What is the difference between the evening news on television and the entertainment programming that follows it? How, if at all, have propaganda techniques changed from "Triumph of the Will" (a film made for Hitler more than 50 years ago) to contemporary political campaign spots? Why does the word "America" appear in so many commercial messages? Why does a dark blue suit carry authority, and why don't men wear high-heeled shoes? Questions such as these (and others that are even weirder) go to the heart of the politics of communication—the study of the many ways in which the daily sending and receiving of messages serves not only to tie us together but also to establish and maintain social relations of domination. This course examines these matters from a variety of different theoretical perspectives and with the aid of all the communicative resources that can be mustered, including speech, print, films, slides, and video.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Simonds

POLSCI 366
Media and International Affairs (B)
Study and analysis of the ways in which the news media define, interpret and convey international developments. Both western and non-western news sources are examined.
Prerequisite: POLSCI 220.
3 Lect Hrs, 3 Credits
Mr Spence, Mr Vannicelli, Ms Hartford

POLSCI 367
Politics by Internet (A)
An exploration of the political uses, abuses, and implications of the Internet and of the national information infrastructure of which it forms a part. Lecture and laboratory topics include national, state and local infrastructure; policy and policy reform; constitutional and legal protections and issues. The course also includes instruction in requisite skills for Internet use.
3 Lect Hrs, 3 Credits
Ms Hartford, Mr Simonds

POLSCI 370
Darwinian Revolution
The course examines the development, reception, and impact of Charles Darwin's theory of evolution by natural selection—a theory that has profoundly affected not only science but religion, philosophy, literature, society, and politics. This course situ-

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ates Darwin's theory in its Victorian context, analyzes the ways in which social class, politics, religion, and gender influenced its reception and impact, and tries to account for the controversy the theory continues to engender.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Paul

POLSCI 371
Latin American Politics (C)
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Spence

POLSCI 372
Central American Politics (C)
The study of the political and economic antecedents of the political situation in Central America, with emphasis on Nicaragua, Guatemala and El Salvador. The foreign policy of the United States and of other Latin American states toward the region is discussed, but emphasis is given to domestic politics.
Prerequisite: POLSCI 123.
3 Lect Hrs, 3 Credits
Mr Spence

POLSCI 375
Third World Development (C)
Investigation of theories of interdependence, dependency, and neocolonialism. Special attention to North/South relations, various approaches to development and forms of assistance provided by the industrial countries, resource problems, and other political and developmental issues facing North and South.
Prerequisite: Junior standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Spence, Mr Vannicelli

POLSCI 376
Religion and International Relations
The course seeks to acquaint students with the roles of religion in the interactions of states. These roles include the states' sense of self and "other," the construction and subversion of international norms, the shaping of human consciousness for domination (oppression) and liberation, and in the fashioning of visions and processes by which human communities have sought to journey from local to more universal associations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 377
Special Topics in Politics
Intensive study of topics in politics. Course content varies each semester.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI L380/RELSTY L380
Religion and Imperialism
Critical consideration of the ways that imperialism impacts religion and religion affects imperialism, with attention to historical cases such as the pax Romana and early Christianity, and focusing mainly on contemporary cases such as the Western European and American impact on the Middle East and Islam and Islam-inspired resistance in Iran and Palestine.
Prerequisites: Sophomore standing, 30 credits, or permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI 387
The Government and Politics of China (C)
A study of the influences shaping contemporary Chinese politics, both domestic and international, including revolutionary origins, the struggle for development, ideology, political structures, and ongoing social change.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Hartford

POLSCI 391
The Government and Politics of Africa (C)
African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 399
Conservative Political Thought
This course examines conservative political thought, with emphasis on its origins, development, variety, premises, aims, arguments, and public policy implications. Readings include major figures in the history of conservative political thought as well as recent and contemporary conservative writers. Students are required to make extensive use of resources available on the World Wide Web. While the focus of the course is largely on American conservatism, some attention is given to other varieties of conservatism as well. Issues include: How and why did conservatism emerge? What are conservatives for and what are they against? Does conservatism have an essential core of ideas, or does the content of conservatism vary according to historical conditions? Does conservatism require a belief in religion? How do contemporary conservatives understand important political controversies? What do conservatives propose as solutions to important problems in modern society? What might the future of conservatism be?
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 400
Leadership (C)
This course introduces readings and films from which the class identifies patterns of leadership behavior permitting plausible generalizations. It examines the behavior of persons in formal and informal leadership roles, different bases of authority, the interaction between leaders and followers, the relationship between means and ends, and the role of leaders in establishing purpose and as agents of change.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Ramsay

POLSCI 402
World Politics and World Order (B)
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control, with emphasis on the United Nations systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: POLSCI 220 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Vannicelli

POLSCI 410
The Politics of International Economic Relations (B)
The course studies the relationship between the structure of the international political system and the structure of the international economic system, examines the reciprocal links between domestic political and economic policies of governments and their international behavior, and analyzes the sociopolitical choices which support the development and operation of such transnational institutions as the World Bank, the IMF, multinational corporations, cartels, and trading systems.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

Department of Political Science

POLSCI 411
International Organizations I (B)
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Weiner

POLSCI 412
International Organizations II (B)
Continuation of POLSCI 411 emphasizing regional, political, and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Weiner

POLSCI 415
Law and International Relations (B)
An examination of the primary functions of law in international relations, and the way in which law operates in international practice. Major issues covered include the role of law in the control of the use of force by nations, both historically and in relation to the current international scene, and the changes in law relating to private economic activity such as the law of the sea, responsibility for the protection of the environment, and national control of corporations. Course work based on both casebook and text materials.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 420
Imperialism (B)
This course is designed to examine the various purposes (economic, political, social, cultural) served by policies of imperialism, in both its overt and ambiguous forms, as an aspect of international relations in the nineteenth and twentieth centuries—that is, the era marked economically by an international process of industrialization. Course material consists of analyses and explanations of the imperialist phenomenon advanced by both theoreticians (Marxist and liberal) and practitioners.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Vannicelli

POLSCI 421
War (B)
An advanced course in international relations exploring the problem of war from many points of view, theoretical and practical. These include the history, nature, and causes of war, strategy in the course of war, legal and ethical questions, as well as proposals to avoid war (arms control, disarmament, social revolutions, etc.).
Prerequisite: One international relations course.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Vannicelli

POLSCI 422
Nationalism (C)
The politics of nationalism viewed through a theoretical examination of its origins and development; focus on nationalism and patriotism, political violence, national character, nation, communications and state.
3 Lect Hrs, 3 Credits
Mr Lounds

POLSCI 424
American Foreign Policy (B)
Examines United States foreign policy in the post-World War II period. Focuses on both historical and institutional matters. Current issues are also given ample consideration.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Watanabe

POLSCI 430
Russia and the Other Successor States After the Cold War (B)
This course deals with Russia and the other countries that emerged from the breakup of the USSR. While the primary focus is on Russia, the largest and most influential of the Soviet successor states, attention is also given to Ukraine, the Baltic states, and other post-Soviet republics. Among the issues to be examined are arms control; economic relations; relations between Russia and the other successor states; the significance of the Commonwealth of Independent States; and the political debate in the United States over whether to aid Russia and the other CIS states.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 435
Business and Government in Europe (C)
This course explores the changing conduct of business and the practice of government in integrating Europe. For business, the course considers managerial culture and practice, management decision-making patterns, recruitment and promotion practices, and labor-management relations. For government, it examines the politico-economic systems within which managers operate and the recent reforms, including privatization, deregulation, and regional decentralization.
3 Lect Hrs, 3 Credits

POLSCI 444
Cooperative Education Field Experience in Political Science
Through the cooperative education/internship program political science majors are placed in paid work assignments which give them first hand political or public administrative insight and experience. Students meet on a regular basis with a sponsor from the department faculty. Please see the "Academic Help Beyond the Classroom" section of this publication.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

POLSCI 453
Democratic Theory (D)
This course explores ancient and modern theories of democracy in historical context. Topics include theories about leaders and their ends; the bases of representative democracy; the linkages between democracy and revolution; the relationship of democracy and economics; the issues related to democracy and difference; and the challenges for democracy in the twenty-first century.
3 Lect Hrs, 3 Credits

POLSCI 454
Recent and Contemporary Political Thought (D)
A study of twentieth century political and social thought with incidental attention to certain influential thinkers of the nineteenth century.
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 455
Problems of Political Theory (D)
A non-chronological study of the perennial questions dealt with by political philosophers. This course is concerned primarily with developing the students' capacity to think politically rather than with the history of ideas.
3 Lect Hrs, 3 Credits
Mr Ward, Mr Simonds

POLSCI 459
Karl Marx's Marxism (D)
An investigation of the origins of modern critical social theory through extensive readings from Marx's entire body of writings.
3 Lect Hrs, 3 Credits
Mr Simonds

Department of Political Science

POLSCI 464
New Left Politics and Theory (D)
During the first half of the course students are exposed to the major currents of Marxist thought in the twentieth century, as represented primarily in the writings of East and West European Marxist Revisionists. This provides the background for the second half of the course, in which students research the political movements known as the New Left in France, Italy, and the United States.
3 Lect Hrs, 3 Credits

POLSCI 465
Women and Revolutions (D)
The course is designed to explore two interrelated problems: 1. The content of traditional Marxist theory on the women's question, and its impact on some now famous Bolshevik women who became revolutionary activists, and 2. The special political and personal choices faced by these women who were oppositionists along several dimensions: politically (by adopting a Marxist framework for their praxis), often against their class of origin, and by dint of their sex.
Prerequisite: Introductory politics or history course.
3 Lect Hrs, 3 Credits

POLSCI 468
American Political Thought (D)
An analytical and historical study of the development of American political thought and institutions.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Cunningham, Ms Paul

POLSCI 470
Christianity and Politics (D)
Reflections on political problems as seen from various Christian standpoints. Current problems and contemporary Christian thinkers are emphasized. Particular attention is paid to the diversity of insights that Christianity makes available and to the occasions for critical reflection that are thus provided.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 472
The Political Philosophy of Hegel (D)
The course is an inquiry into the presuppositions, intentions, contents, and implications of Hegel's political philosophy. The course is concerned with links between Hegel's political philosophy and his general philosophy, relations between it and its ancient and modern predecessors, and the legacy of Hegelian thought. Close reading of selected Hegelian texts is coupled with attention to Marxist, non-Marxist, and anti-Marxist readings of Hegel.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 478, 479
Independent Study
A course of reading and investigation designed to supplement regular departmental offerings. Topics are worked out by instructor and student. Regular papers are required.
Hrs by arrangement, 3 Credits

POLSCI 480
Seminars
Intensive studies in various important fields in politics. Emphasis on independent research.
3 Lect Hrs, 3 Credits

POLSCI 486
Seminar: Africa and World Politics I (C)
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: POLSCI 391 or 392 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 487
Seminar: Africa and World Politics II (C)
A continuation of POLSCI 486, this seminar concentrates on regional African groupings, the concept of African unity, the impact of multi-national corporations, and the effect of foreign aid and technical assistance.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 488
Field Work in Politics
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisites: Completion of a relevant course, and permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI 489
Field Work in Politics
See POLSCI 488.

POLSCI 490
Special Issues
Guided readings in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by arrangement, 3 Credits

POLSCI 491
See POLSCI 490.

POLSCI 492
Directed Readings in Politics
Reading of four to six books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings are prepared by individual faculty members. Upon completion of a project, students submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or permission of department.
3 Lect Hrs, 1 Credit

POLSCI 493
Directed Readings in Politics
See POLSCI 492

POLSCI 495
Field Practicum in Politics
Full-time work in a government or political agency to help students integrate course work with practical training.
Prerequisite: Permission of instructor.
Hrs by arrangement, 9 Credits

POLSCI 498
Senior Capstone Seminar
The capstone seminar offers an intensive and integrative examination of major issues in political science; specific topics vary by instructor. The seminar culminates in a significant student research paper, which the student will present to his or her classmates in the seminar.
Prerequisites: Successful completion of a minimum of five political science courses.
3 Lect Hrs, 3 Credits

POLSCI 499
Seminar in International Relations (B)
A research seminar designed for two categories of students: a) political science majors with an interest and strong background in international relations; and b) students completing the International Relations Program (for whom the seminar will provide the context and guidance to carry out a "Senior Project" aimed at integrating their study of international relations). In either case, students spend most of their time researching, writing, and presenting a substantial paper.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits
Mr Langley, Mr Vannicelli, Mr Watanabe

PROGRAM IN PROFESSIONAL WRITING

Director

Professor Neal Bruss

The Program

The Professional Writing Program provides a bridge between traditional liberal arts training and writing in the workplace, and prepares students for the range of written communication they will undertake upon graduation.

The program in professional writing is more general than a highly focused program in journalism or technical writing; instead, it attempts to supply liberal arts training in writing and a one- or two-semester internship in a job that requires intensive writing. Internships include work in journalism, television and radio broadcasting, public relations, and advertising. The program is open to matriculated and non-matriculated students. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

Admission

The program is highly selective; admission is by permission of the program director. Application prerequisites include submission of two writing samples and a record of successful work in freshman and sophomore level writing courses. All students must pass the Writing Proficiency Requirement before admission becomes final.

Courses

Students take English 306, an advanced writing course. They then take a 3- to 6-credit internship. Each 3-credit internship involves 15 hours of work per week plus an on-campus meeting every other week. The program requires a total of 18 credits of work in courses and internships.

Program Sequence

- ENGL 306 (Advanced Composition) (may be taken two times, with different instructors)
- ENGL 475 (English Internship) (3-6 credits)
- Elective creative writing courses above the 300 level: ENGL 307, 308, 440, 443; COMSTU 480, or another elective approved by the director.

Transfer Credit Policy

Two courses can be transferred into the program.

DEPARTMENT OF PSYCHOLOGY

Faculty

Steven Schwartz, Associate Professor and Chair; Professors Augusto Blasi (Emeritus), Claire Golomb (Emeritus), Bernard Kramer (Emeritus), Michael Milburn, Celia Moore, Barbara Ross (Emeritus), Bernard Stotsky (Emeritus), Castellano Turner; Associate Professors Jane Adams, Deborah Brome, Dennis Byrnes, Alice Carter, Sheldon Kalick, Joan Liem, David Lisak, Paul Nestor, Jean Rhodes, Jill Rierdan, Lizabeth Roemer, Ester Shapiro, Carol Smith; Assistant Professors Erik Blaser, Tiffany Cunningham, Zsuzsa Kaldy, Karla Murdock, Karen Suyemoto; Lecturers Sheree Conrad, Laurel Wainwright

The Department

Psychology is the science that studies behavior and mental processes. It is relatively young, compared to other scientific disciplines, and in recent years there has been tremendous expansion in many areas of psychological research. The Psychology Department at UMass Boston exposes students to a variety of methods of studying human beings and other animals. These methods focus on biological structures and mechanisms, psychological processes (feeling, perceiving, thinking, acting), personalities, and social relationships; and changes in these phenomena through development and learning.

Requirements and Recommendations

Prerequisites

All psychology courses numbered 300 and above have as prerequisites:

- PSYCH 100 or 101 and
- PSYCH 102

Many of these courses have additional prerequisites; please consult course descriptions.

The Major

A psychology major may choose to pursue either a BA or a BS degree. The BS may be appropriate for those students who wish to do some of their work in the natural sciences.

Bachelor of Arts in Psychology

Major requirements for the BA degree in psychology have changed for students who declare a major after September 1, 2000. The changes are meant to encourage students to develop a broad base of knowledge in all five major areas of psychology, while also specializing in one or two particular area(s). The new requirements for the major leading to the BA in psychology include:

Introductory courses

- Introduction to Psychology (PSYCH 101 or 100)
- Research Methods (PSYCH 102)

Intermediate Courses

- One 200-level course from each of the five sub-disciplines of psychology, chosen from among the following options:
- Personality/Clinical: Personality (PSYCH 200) or Abnormal Psychology (PSYCH 215)
- Developmental: Infancy and Child Development (PSYCH 241) or Adolescence (PSYCH 242)
- Social: Social Psychology (PSYCH 230)
- Psychobiology: Behavioral Neuroscience (PSYCH 260)
- Cognitive: Learning and Memory (PSYCH 250) or Perception (PSYCH 255)

Advanced Courses

- Any three psychology courses from the 300 or 400 level sequence. (See notes below)

Elective Courses

- Any two psychology courses from any level.

Among the following set of "special" courses, at most one course may be applied toward the major requirement of three upper level courses:

- Directed Study courses (PSYCH 488, 489)
- Internship courses (PSYCH 430, 442)
- Apprenticeship (PSYCH 486)
- Honors Seminar (PSYCH 496-499)

Although not required for the BA degree, the department recommends that majors take PSYCH Z270 (Statistics) as one of their elective courses. The quantitative thinking skills this course helps develop are crucial to a thorough understanding of psychology, and will help students get the most out of advanced courses. In addition, an understanding of statistics is crucial for many of the job opportunities often pursued by psychology majors, and most graduate schools in psychology require a statistics course. Note that MATH Q114 (formerly Intr-D 114) or its equivalent is a prerequisite for this course.

Students who declared the psychology major before September 1, 2000, may, if they choose, graduate by completing the old requirements, which are listed below. However, the department encourages all students to follow the new requirements in order to acquire a more comprehensive grounding in all areas of psychology.

- Introduction to Psychology (either PSYCH 100 or 101) and either PSYCH 102 or PSYCH Z270.
- Two 200-level courses dealing with information processing or psychobiology (PSYCH 250, 255, 260)
- Two 200-level courses dealing with abnormal, personality, developmental, or social psychology (PSYCH 200, 215, 230, 241)
- Three upper-level (300 or 400 level) courses
- One elective course from any area at any level.

Bachelor of Science in Psychology

Students who wish to graduate with a BS degree, and who declare a psychology major after September 1, 1999, must meet all requirements for the bachelor of arts degree plus:

- MATH 135 (Survey of Calculus) (This requirement can be waived with an appropriate placement score.)
- BIOL 111-112 (General Biology I and II)
- Four semester-long courses designed for majors in biology, chemistry, mathematics, computer science or physics. Courses designed for non-science majors will not fulfill this requirement. Laboratory sections listed as "optional" are not required. Labs are only required if they are a requirement of the course. However, BIOL 207 (Anatomy and Physiology I), a course designed for nursing students, can be accepted as one of the additional four science courses, but not as a substitution for BIOL 111 and 112.
- PSYCH Z270 (Statistics)
- One of the following experimental methods courses:
  - PSYCH 409 (Experimental Methods: Personality and Abnormal Psychology)
  - PSYCH 439 (Experimental Methods: Social)
  - PSYCH 442 (Field Placement in Early Child Development)
  - PSYCH 466 (Experimental Methods: Animal Behavior)
  - PSYCH 469 (Experimental Methods: Physiological Psychology)
  - PSYCH 475 (Experimental Methods: Learning and Perception

The following courses cannot be counted toward the BS degree:

- BIOL 101, 102, 104, 105, 107, 108, 109, 202, 203, 209
- CHEM 101, 102, 107, 108, 111, 200
- PHYSIC 107, 108, 121, 122, 123, 124, 126, 132
- MATH 105, 110, 120, 124, 125, 130

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Students who declared a Bachelor of Science in Psychology prior to September 1, 1999 should contact the Department of Psychology.

Majors who intend to apply to graduate departments of psychology are strongly advised to take

- PSYCH 380 (History of Psychology) and
- one of the research practicum courses, which include
  - PSYCH 409 (Experimental Methods: Personality and Abnormal Psychology)
  - PSYCH 439 (Experimental Methods: Social)
  - PSYCH 442 (Field Placement in Early Child Development)
  - PSYCH 466 (Experimental Methods: Animal Behavior)
  - PSYCH 469 (Experimental Methods: Physiological Psychology)
  - PSYCH 475 (Experimental Methods: Learning and Perception)

Capstone Experience

Beginning with students who declare a psychology major after Sept. 1, 2003, the department will require majors to complete a capstone course. These courses, designated below, require students to synthesize the various threads of psychology to which they have been exposed during the coursework required for the major. Typically, a student would complete a capstone course during the second-to-last or last semester in residence. A grade of at least a C- is required in order for the student to earn capstone credit.

Completion of any of the following courses with a grade of C- or above will complete the capstone requirement:

Psychology Honors
PSYCH 496 – 499

Internship or Field Placement
PSYCH 430 or 442

Directed Study
PSYCH 488, 489

Any Experimental Methods course
PSYCH 409, 439, 466, 469, or 475

The Brain and Behavior
PSYCH 361

Substance Abuse
PSYCH 363

Evolution and Behavior
PSYCH 365

The Minor

Students majoring in another discipline in the Colleges of Liberal Arts, Science and Mathematics, or Management, but with a strong interest in psychology, are encouraged to declare a minor in psychology. The requirements are

- PSYCH 100 or 101 AND either PSYCH 102 or Z270.
- Two of the following courses: PSYCH 200, 215, 230, 241, 242, 250, 255, 260.
- Two 300-400 level courses (advanced) (except 488, 489, 496, 497, 498, 499).

Honors

The department offers an extensive honors program for students interested in going on to do graduate work in psychology. The honors program is designed to give outstanding students an opportunity to carry out a year-long program of study and research in an area of their interest under the supervision of a faculty advisor. In addition, honors students participate in a seminar which focuses on general issues in the philosophy of science, research methods, ethics, and other areas, as these relate to the particular problems that arise as they carry out their research.

The Pass/Fail Option

Students majoring in psychology are discouraged from exercising the pass/fail option for any course counted toward the major. One such course may be taken pass/fail, however; the student may also use the pass/fail option for any departmental courses taken as electives beyond the required number of major credits. This does not require specific faculty permission. Nonmajors may take any departmental course on a pass/fail basis.

Internship Opportunities

The department offers two internship course opportunities to qualified juniors or seniors: PSYCH 430 (Internship in Psychology) and PSYCH 442 (Field Course in Early Child Development). The former focuses on clinical settings while the latter requires research with young children in nurseries and day care centers.

The Joint Major in Psychology and Sociology

The Psychology and Sociology Departments offer a joint major emphasizing the theories, methods, and applications of social psychology, and the nature of social psychology as a subfield of both departments and a bridge between them. Students who elect this joint major complete a complementary sequence of psychology and sociology courses, and also have access to advising and counseling from both departments.

The course sequence for the joint major in psychology and sociology includes a minimum of 12 courses as follows:

- PSYCH 100 or 101 (Introductory Psychology)
- SOCIOL 101 (Introduction to Sociology)
- PSYCH 230 (Social Psychology) or SOCIOL 281 (Society and the Individual)
- SOCIOL 341 (Sociological Theory)
- SOCIOL 351 (Research Methods)
- PSYCH 102 or PSYCH Z270 or SOCIOL 270 (formerly SOCIOL 350) (Statistics)
- One course from the following list:
  - PSYCH 250 (Learning and Memory)
  - PSYCH 255 (Perception)
  - PSYCH 260 (Behavioral Neuroscience)
- One course from the following list:
  - PSYCH 200 (Personality)
  - PSYCH 215 (Abnormal Psychology)
  - PSYCH 241 (Infancy and Child Development)
- Two from the directed list of psychology courses:
  - PSYCH 315 (Psychological Trauma)
  - PSYCH 333 (Group Dynamics)
  - PSYCH 334 (Social Perception)
  - PSYCH 335 (Social Attitudes and Public Opinion)
  - PSYCH 336 (Culture, Values, Religiosity and Chronic Mental Illness)
  - PSYCH 337 (Communication and Society)
  - PSYCH 338 (Community Psychology)
  - PSYCH 339 (The Psychology of Law)
  - PSYCH 341 (Family and Child Development)
  - PSYCH 430 (Internship in Psychology)
  - PSYCH 439 (Experimental Methods: Social)
- Two from the directed list of sociology courses:
  - SOCIOL 300 (Communication and Opinion)
  - SOCIOL 310 (Socialization)
  - SOCIOL 316 (Family Violence in America)
  - SOCIOL 342 (Aging and Society)
  - SOCIOL 362 (Juvenile Delinquency)
  - SOCIOL 382 (Sociology of Gender)
  - SOCIOL 384 (Medical Sociology)
  - SOCIOL 386 (Sociology of Mental Health and Illness)

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- SOCIOL 427 (Minority Role Behaviors)
- SOCIOL 460 (Internship in Urban Social Service)

Note: Either PSYCH 430 or SOCIOL 460, but not both, may be applied to the joint major.

Students are required to declare the joint major in psychology and sociology no later than the start of their junior year. Waiving or modifying any joint major requirement must be approved by both departments. Joint majors are assigned a faculty advisor from each department, and they are urged to make contact with their advisors as soon as possible. They must see an advisor in either department in order to register for courses.

Capstone Experience

Beginning with students who declare a psych/soc major after Sept. 1, 2003, majors will be required to complete a capstone course. These courses, designated below, require students to synthesize the various threads of psychology and sociology to which they have been exposed during the coursework required for the major. Typically, a student would complete a capstone course during the second-to-last or last semester in residence. A grade of at least a C- is required in order for the student to earn capstone credit.

Completion of any of the following courses with a grade of C- or above will complete the capstone requirement:

Any course in the Psychology directed list or the Sociology directed list numbering 400 or above, including:
Internship in Psychology (PSYCH 430)
Experimental Methods in Social Psych (PSYCH 439)
Minority Role Behavior (SOCIOL 427)
Internship in Urban Social Service (SOCIOL 460)

Any of the following courses, provided that the department offering the course approves it as fulfilling the Joint Major Capstone Requirement. Each student must ascertain that the course fulfills the capstone requirement and that this is noted in his or her record.
Honors in Psychology (PSYCH 498, 499) or Sociology
Directed Study in Psychology (PSYCH 488, 489)
Directed Study in Sociology (SOCIOL 478, 479)
Special Topics in Psychology (PSYCH 490) or Sociology (SOCIOL 480)
A psychology or sociology course numbering 500 or above.

Transfer Credit Policy

Transfer of courses from other universities for credit toward a psychology major must be approved by the Department of Psychology. A student transferring to the University from an accredited institution must take at the University of Massachusetts Boston a minimum of six psychology courses beyond PSYCH 100 or 101 to satisfy major requirements, and a minimum of three for the minor.

Organizational Behavior Option

The Department of Psychology and the College of Management have agreed to make provisions for a select group of psychology majors to sample from a set of management courses having to do with **organizational behavior**. These courses are useful for students who wish to learn about the social psychology of organizations, or familiarize themselves with current theories of organizational behavior and organizational development. Psychology majors who elect the Organizational Behavior Option can also receive advising from management faculty members, and may become involved in management research.

To be eligible for the Organizational Behavior Option, a student must meet the following qualifications:

(a) be a psychology major or joint major in psychology and sociology

(b) complete Social Psychology (PSYCH 230)

(c) complete Statistics (PSYCH Z270)

(d) carry a cumulative grade point average of at least 3.0

(e) obtain approval by the Psychology Department's Organizational Behavior Option advisor

Students who have met these qualifications will be referred to the contact person in the College of Management, who will advise students with regard to the organizational behavior courses and, if appropriate, make arrangements for them to enroll.

The Organizational Behavior Option consists of a maximum of four College of Management courses from the following list:

MGT 303: Managing Organizations

MGT 331: Managerial Ethics and Social Issues

MGT 401: Introduction to Human Resource Management

MGT 421: Skills in Leadership and Teamwork

MGT 450: Advanced Topics in Managing Organizations

MGT 478: Special Topics in Management

MGT 303 is a prerequisite for the other courses through the Organizational Behavior Option.

Courses taken as part of the Organizational Behavior Option are in addition to the psychology major sequence.

The Psychology Department's current Organizational Behavior Option advisor is Professor Don Kalick.

The 150-Credit-Hour Baccalaureate/MBA Program

This program is designed for College of Liberal Arts (CLA) and College of Science and Mathematics (CSM) students who are interested in pursuing careers in management built on a solid foundation of study in a CLA or CSM discipline. Participants receive the baccalaureate degree (either the BA or the BS) with a major in one of the CLA/CSM undergraduate disciplines, and the MBA degree from the College of Management. Those admitted to the program take a total of 96 undergraduate credits and 54 graduate credits for a total of 150 credit hours. This compares to as many as 177 credit hours if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. CLA and CSM students must apply to the program after they have completed at least 60 credits. Information about the program is available from the Office of Academic Support Programs, McCormack Hall, 3rd floor, room 421. Please see Professor Kalick in the Department of Psychology for more information.

Department of Psychology

Courses

PSYCH G140
Measuring Intelligence
For a complete description of this course, see "First-year and Intermediate Seminars" section of this publication.

PSYCH 100
Introductory Psychology
A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, and motivation and emotion. Please note: Students who have already earned credits for PSYCH 101 may not register for this course.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Conrad, Ms Smith

PSYCH 101
Introductory Psychology
A general survey of selected content areas in psychology, including personality and human development; physiological psychology; learning; intelligence; heredity and environment; and motivation and emotion. In addition, separately scheduled discussion sessions provide students with the opportunity to work concretely with constructs and methods as they apply to specific problem areas. Please note: Students who have already earned credits for PSYCH 100 may not register for this course.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
4 Lect Hrs, 4 credits
Ms Adams, Ms Conrad, Ms Smith

PSYCH 102
Introduction to Behavioral Research
An introduction to the ways of discovering, describing and making warranted assertions about aspects of people and social life. The chief objectives are 1) to help students develop the skills and knowledge necessary to become intelligent critics of research in the behavioral and social sciences, and 2) to give them a rudimentary understanding of the design and evaluation of scientific research. Statistical material is treated in a conceptual manner. Classroom work and course examinations concentrate equally on research design and research evaluation.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Blaser, Mr Kalick, Mr Schwartz

PSYCH 105
Biological Foundations in Psychology
This courses provides the basic background in psychology, evolution, genetics, and heredity essential to understanding the content of most required courses in the psychology major. It serves as a foundation for understanding physiological, genetic, developmental, and evolutionary influences on behavior. The course targets students whose prior course work has not given them such requisite knowledge.
Prerequisite: PSYCH 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Cunningham, Ms Moore

PSYCH 200
Personality
Conceptions of human nature are examined in light of various theories of personality. This course focuses on the theories of Freud, Adler, Sullivan, Erikson, Kelly, Ego psychologists, and other theorists presenting the behavioristic and humanistic perspectives. Among the topics to be addressed are personality structure and its development; stress and coping; neurotic styles; and human motives and their measurement.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Lisak, Ms Murdock, Ms Rierdan, Ms Roemer

PSYCH 215
Abnormal Psychology
This course examines the range of common psychological disorders, their characteristic symptoms, possible causes, and treatment. It takes a critical scientific approach to the criteria used to define psychological abnormality, the theories used to explain it, and the therapies used to treat it. Etiology, dynamics and treatment of psychopathology.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Brome, Ms Klein, Ms Liem, Mr Nestor, Ms Rierdan, Mr Turner

PSYCH 230
Social Psychology
A scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; focuses on the drama of social interaction.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Conrad, Mr Kalick, Mr Milburn

PSYCH 234
Psychology of Cross-cultural Relations
This course examines the nature and dynamics of inter-group relations within a multicultural context, studying relations among diverse cultures and racial groups in the United States and globally. The course looks at cross-cultural relations from an interdisciplinary perspective, discussing psychological and sociopolitical perspectives.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Turner, and Staff

PSYCH 235
Psychology and the Afro-American Experience
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black activism, and the dynamics of individual and institutional racism.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

PSYCH 236
The Psychology of Women
Psychological theories about women from Freud to the present are examined with emphasis placed on biological and sociocultural perspectives as they have influenced the development of a psychology of women. Special attention is paid to the developmental process and the unique issues and concerns of the female infant, child, adolescent, young adult, and older woman.

Department of Psychology

Prerequisite: PSYCH 100 or 101.
Recommended: PSYCH 230, 241.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
Ms Liem, Ms Suyemoto, Ms Rhodes, Ms Wainwright

PSYCH L238 (ASAMST L238)
Asian American Psychology
This course is an introduction to the psychological experience of Asian Americans, including the historical, sociopolitical, and cultural influences that shape personality and mental health in community, family, and individual contexts. The course also explores prevention and intervention possibilities through specific examples, such as trauma and intergenerational conflict, that are relevant for Asian American populations.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Suyemoto

PSYCH 241
Infancy and Childhood Development
This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis is given to early perceptual, cognitive, social and affective development bearing the following questions in mind: How does the world of space and objects appear to the infant? How does he or she acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role is played by the significant people in his or her life?
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Carter, Ms Kaldy, Ms Murdock, Ms Rhodes, Ms Wainwright

PSYCH 242
Adolescence
This course is designed to acquaint students with psychological characteristics of adolescent development, theoretical approaches to adolescence, and experimental studies of the causes of a variety of behaviors during adolescence. The course also focuses upon major problems and characteristics of adolescents in modern society.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Brome, Ms Rhodes, Ms Shapiro

PSYCH 243
The Psychology of Adult Development and Human Aging
A developmental approach to human integrity and functioning in the second half of the life span. Stereotyped ideas about the aging process are critically reviewed. Newer approaches to facilitating psychological well-being in the latter years of life are given special attention.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Turner

PSYCH 250
Learning and Memory
An introduction to current views of behavioral change, learning, and remembering. The course focuses on concepts, theoretical issues and applications of current research.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Byrnes and Staff

PSYCH 255
Perception
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with perception-personality relationships.
Prerequisite: PSYCH 100 or 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Blaser, Mr Byrnes

PSYCH 260
Behavioral Neuroscience
An overview of the field of neuroscience. Selected topics are neuroanatomy, brain physiology, communication in the central nervous system, immunology, and psychopharmacology. This course also includes a critical discussion of various research techniques. One goal for students is to develop critical thinking skills, as consumers of scientific information.
Prerequisites: PSYCH 100 or 101, and either PSYCH 105 or a college-level biology course or its equivalent.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Cunningham, Ms Moore

PSYCH Z270
Statistics
The applied study of the scientific method in the behavioral sciences. Fundamental statistical concepts and techniques are surveyed and used, with primary emphasis on the logic underlying the use of descriptive and inferential tools in scientific inquiry. Topics include parametric and non-parametric statistics, e.g., correlation and analysis of variance.
Prerequisites: PSYCH 100 or 101 and MATH Q114.
3 Lect Hrs, 3 Credits
Mr Blaser, Mr Schwartz, Ms Wainwright

PSYCH Z290
Special Topics in Psychology
This course is conducted by various members of the faculty with special attention to their fields of scholarly interests. Topics vary by semester.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits

Prerequisites for Upper-Level Courses

Please note: For any course numbered 300 or higher, the prerequisites listed below with individual course descriptions are in addition to a) either PSYCH 100 or PSYCH 101; and b) PSYCH 102, which are prerequisites for all upper-level courses.

PSYCH 300
Psychological Testing
An examination of the assessment process and the methods (tests, interviews observations) used in it. Emphasis on the standards of validity for tests and procedures and on proper test use. Introduction to some major psychological tests.
Prerequisite: PSYCH Z270.
3 Lect Hrs, 3 Credits
Ms Brome, Ms Roemer, Mr Schwartz

PSYCH 302
Human Motives and Emotions
An examination of major issues in the area of human motives and emotions. Theoretical analyses from the early theories of James, Dewey, Freud and Watson to contemporary studies employing the evolutionary behaviorist and cognitive perspectives. Topics include the relationship among motives, emotions and personality, and the rationality of the emotions.
Prerequisite: PSYCH 200.
3 Lect Hrs, 3 Credits
Ms Conrad, Ms Roemer, and Staff

Department of Psychology

PSYCH 315
Psychological Trauma: Individual and Society
This course explores the theory, research, and phenomenology of response to such traumatic events as combat, rape, and concentration camp survival. It examines normative psychological processes, common symptom picture, and the developmental, sociocultural, and personality factors that influence response. Discussions also focus on present and past controversies within the research, and on the personal, social, and professional implications of the material.
Prerequisite: PSYCH 215.
3 Lect Hrs, 3 Credits
Mr Lisak, Ms Roemer, and Staff

PSYCH 333
Group Dynamics
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments—physical, personal, social, and task. Each of these interrelated environments influences various aspects of group process. Thus leadership, power, conformity, status, goals, and others are considered as interrelated processes of social interaction.
Prerequisite: PSYCH 230.
3 Lect Hrs, 3 Credits
Ms Conrad, Mr Kalick, Ms Liem, and Staff

PSYCH 334
Social Perception
Research in social perception seeks to discover how one attends to, thinks about, and understands others and oneself. Social perception entails observing behavior and forming impressions of character, ability, mood, and intentions. This course examines these processes, primarily through consideration of advanced texts and original research reports.
Prerequisite: PSYCH 230.
3 Lect Hrs, 3 Credits
Mr Kalick

PSYCH 335
Social Attitudes and Public Opinion
This course examines the nature of attitudes, beliefs, and values, and the influences which individuals' attitudes have upon their behavior. Various theories of attitude organization and attitude change are discussed, and the development of social attitudes is explored by examining the differential impact of the family, the educational system, the mass media, and the general social environment. The changing content of public opinion over time and its relationship to the political system are also discussed.
Prerequisite: PSYCH 230.
3 Lect Hrs, 3 Credits
Ms Conrad, Mr Milburn, and Staff

PSYCH 336
Culture, Values, Religiosity, and Chronic Mental Illness
This course examines the growing body of research on the relationship between chronic mental disorders and the following sociocultural factors: ethnicity, religion, family cohesion, attributions of control, and world view. It also explores cultural differences in the manifestations, course, and outcome of serious mental disorders as well as cultural differences in societies' reactions to and treatment of mentally ill patients.
Prerequisites: PSYCH 100 or 101, PSYCH 215, PSYCH 230.
3 Lect Hrs, 3 Credits

PSYCH 337
Communication and Society
This course explores interpersonal interaction and the functional and dysfunctional ways in which communication occurs. Participants examine non-verbal communication, including paralanguage, spacing, and gestures. Additionally, they acquire experience using the Internet, for research purposes as well as for on-line communication with other course participants. Discussions also focus on various aspects of the mass media.
Prerequisite: PSYCH 230.
3 Lect Hrs, 3 Credits
Mr Milburn

PSYCH 338
Community Psychology
Contributions of psychology to the understanding of human communities. Community mental health, ecological, and social structural approaches to community psychology are examined.
Prerequisite: PSYCH 230.
3 Lect Hrs, 3 Credits
Ms Liem, Ms Suyemoto

PSYCH 339
The Psychology of Law
This course provides a basic understanding of the interaction between law and psychology, including developmental, social and clinical psychology. Topics include rules of evidence, statistics in the court, child witnesses, eyewitness testimony, recovered memory, criminal investigatory practices, competence to stand trial, and constitutional rights of search and seizure.
Prerequisites: PSYCH 215 and PSYCH Z270.
3 Lect Hrs, 3 Credits
Mr Nestor

PSYCH 341
The Family and the Child: A Psychological View
The role of the family in the psychological development of the child. A psychodynamic view of the family, examining stages of development from the third trimester of pregnancy to sixteen years of age.
Prerequisite: PSYCH 241.
3 Lect Hrs, 3 Credits
Ms Liem, Ms Murdock, Ms Shapiro

PSYCH 344
Personality Development
This course examines basic issues in the development of personality, which is distinguished from cognitive and intellectual development. Each topic covers a central developmental issue characterizing a specific age and having critical implications for overall development. Topics include temperament and personality development, separation and autonomy, competence and achievement, the development of the self and self-concept, and adult development. Emphasis is on primary source material used in research reports.
Prerequisites: PSYCH 200, and 241 or 242; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Murdock, Ms Roemer

PSYCH 345
Moral Development
This course examines different research areas and different theoretical views concerning the development of moral attitudes and behavior. The first and most central area of study concerns moral understanding and the development of judgments about morality. Other important issues discussed are the development of moral feelings, especially empathy and guilt; the connections between judgments, feelings, and action, including the development of self control; and social and family antecedents of moral development.
Prerequisite: PSYCH 241 or 242.
3 Lect Hrs, 3 Credits

Department of Psychology

PSYCH 346
Language Development
This course focuses on various theoretical approaches to the development of language. Pragmatic, semantic, and syntactic aspects of language acquisition are studied in depth. The role of language-specific, cognitive, and social factors in the process of acquisition are considered, with reference to both normal and disordered populations.
Prerequisites: PSYCH 241 or 356; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

PSYCH 347
Cognitive Development
This course explores the general question of how thinking develops. Particular emphasis is placed on understanding the development of thinking in childhood and on identifying those aspects of children's approaches to conceptualizing, theorizing, and remembering which are changing during this time. Some attention is also given to understanding possible mechanisms of cognitive change.
Prerequisite: PSYCH 241 or 242 or 250.
3 Lect Hrs, 3 Credits
Ms Smith, Ms Wainwright

PSYCH 349
Developmental Disorders
This course examines the underlying causes of developmental changes in the brain and behavior that result in childhood neurobehavioral disorders. Attention is given to the neuropsychological outcome of premature infants, infants with genetic/chromosomal disorders (such as Down syndrome, or fragile X syndrome), and infants with problems resulting from environmental exposures (drugs, chemicals, and maternal illnesses).
Prerequisites: PSYCH 215 and 260.
3 Lect Hrs, 3 Credits
Ms Adams, Mr Nestor

PSYCH 350
Cognitive Psychology
An exploration of how human beings develop strategies for obtaining information from their environment, and how this information is organized, stored, and retrieved for later use.
Prerequisite: PSYCH 250 or 255.
3 Lect Hrs, 3 Credits
Mr Blaser, Mr Byrnes, Mr Schwartz, Ms Smith

PSYCH 356
The Psychology of Language and Thought
Behavioral and physiological approaches to the processes underlying language and thought, and to the relationships between them.
Prerequisite: PSYCH 250 or 255.
3 Lect Hrs, 3 Credits
Ms Smith

PSYCH 360
The Neuropsychology of Higher Cognitive Processes
The neural basis of higher cognitive functions, such as perception, language, and memory, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisite: PSYCH 260.
3 Lect Hrs, 3 Credits
Mr Nestor

PSYCH 361
The Brain and Behavior
An in-depth consideration of the neural mechanisms mediating reinforcement (reward and punishment), motivation (hunger and sex), attention, and learning.
Prerequisite: PSYCH 260.
3 Lect Hrs, 3 Credits
Ms Cunningham, Ms Moore, Mr Nestor

PSYCH 362
Psychopharmacology
A survey of the background and history of psychoactive drugs, their current uses as research and therapeutic tools, and the difficulties in appraising their effects. Particular attention is given to the effects of drugs on the development of new fields of inquiry such as neuropsychopharmacology and influences on older fields such as biological psychiatry, etc.
Prerequisite: PSYCH 260, or equivalent.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Cunningham

PSYCH 365
Evolution and Behavior
Comparative biological study of the behavior of humans and other animal species. Neural, endocrine, genetic, and developmental mechanisms of behavior are examined within an evolutionary framework.
Prerequisite: PSYCH 260 or BIOL 111-112.
3 Lect Hrs, 3 Credits
Ms Cunningham, Ms Moore

PSYCH 366
Hormones and Behavior
This course studies relationships between behavior and the neuroendocrine system studied in diverse behavioral systems of animals, including humans. Participants acquire an understanding of the complex interactions between hormones and behavior; study endocrine bases of sex differences, reproduction, affiliation, aggression, homeostasis, biorhythms, and other behavioral systems; explore clinical implications; and learn to read, evaluate, and discuss original research findings.
Prerequisite: PSYCH 260 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Moore and Staff

PSYCH 380
History, Systems, and Theories of Psychology
This course explores the theoretical and methodological problems of contemporary psychology—especially clinical psychology—in historical perspective. It provides a broad overview of the development of psychology as an independent discipline and of the various sub-specialties in the field; and it evaluates the significance of new movements and methods by examining intellectual antecedents and underlying assumptions.
Prerequisite: Junior or senior status.
Ms Conrad and Staff
3 Lect Hrs, 3 Credits

PSYCH 400
Experimental Methods: Psychological Testing
This course provides an in-depth examination of test construction, focusing on the integration of theory with practice. The course offers students experience in developing and validating tests of general ability, achievement tests, and personality tests.
Prerequisites: PSYCH 270 and 300.
3 Lect Hrs, 3 Credits
Ms Brome

PSYCH 409
Experimental Methods: Personality and Abnormal Psychology
This course immerses students in research literature in personality and abnormal psychology and prepares students to conduct their own empirical research. Students learn how to read and critique research articles, use databases for literature searches, write a literature review, design a research project, analyze data using a statistical package, and write a paper in the form of a journal article.
Prerequisites: PSYCH Z270 and PSYCH 200 or 215.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms. Rierdan, Ms. Carter

Department of Psychology

PSYCH 420
Principles of Psychotherapy
Psychotherapy is defined and a number of existing systems of psychotherapy are studied and compared through close reading of cases reported in the literature by the originators of each system.
Prerequisites: PSYCH 200 and 215.
3 Lect Hrs, 3 Credits
Ms Liem, Ms Shapiro, Ms Suyemoto, Mr Turner

PSYCH 430
Internship in Psychology
An internship course to give students the opportunity of combining human service or research in an area of psychology with a weekly seminar where they can reflect on their field experiences. As part of the seminar, students are expected to attend its weekly meetings and to complete readings and a written term project relevant to their field experience as worked out in consultation with the faculty coordinator.
Prerequisites: PSYCH 101, and 102 or Z270; three additional psychology courses, including one upper level course; and permission of the instructor.
3 Lect Hrs, 15-20 Field Hours, 6 Credits
Ms Shapiro and Ms Kogan

PSYCH 439
Experimental Methods: Social
The general purpose of the course is to introduce the students to experimental research methods in social psychology. Class activities include examination of the relevant literature, participation in pre-designed studies, and the formulation, carrying out, and analysis of an original research project. The student has an opportunity to become familiar with the use of laboratory equipment such as audio and video recorders.
Prerequisite: PSYCH 230.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Mr Kalick, Mr Milburn

PSYCH 442
Psychology Internship: Field Placement in Early Child Development
This course is a field laboratory course fulfilling two distinct functions: (a) it exposes the student to children in a naturalistic setting (e.g., day care center or elementary school); (b) it exposes the student to research methods typically used by developmental psychologists. Students collect data from placements, analyze them, and submit a written report on their work.
Prerequisites: PSYCH 241, and permission of instructor.
3 Lect Hrs, 15-20 Field hours, 6 Credits
Ms Murdock, Ms Wainwright

PSYCH 465
The Psychobiology of Development
Problems in behavioral development are explored from an evolutionary perspective. A major emphasis of the course is on the formulation of general principles of development applicable to a wide variety of species. A second emphasis is on interpreting the relation of the animal literature to an understanding of human development. Specific topics are drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisites: PSYCH 241 and 260; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Cunningham, Ms Moore

PSYCH 466
Experimental Methods: Animal Behavior
The lab introduces practical aspects of the study of species-typical behavior. Observational and experimental techniques are used with a variety of behavior patterns in a variety of species.
Prerequisite or Corequisite: PSYCH 26.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Ms Cunningham, Ms Moore

PSYCH 469
Experimental Methods: Physiological
Lab research on selected topics in physiological psychology, including hormonal influences, brain-behavior relationships, and mechanisms of reward and punishment. Emphasis is on the acquisition of research skills through the use of surgical, histological and statistical techniques in investigations mainly derived from computer-simulated data bases.
Prerequisite: PSYCH 260 or BIOL 211 or 213.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Ms Cunningham, Ms Wainwright

PSYCH 475
Experimental Methods: Learning and Perception
The course is focused on the use of laboratory methods and research design in the traditional areas of experimental psychology (e.g., perception, learning, problem solving). Students design experiments, collect and analyze data and report their findings. The objectives of the course are to help students develop knowledge of the logic and techniques of experimentation, along with the skills required to use this knowledge.
Prerequisites: PSYCH 250 and 255.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Mr Blaser, Mr Byrnes

PSYCH 485
Humanistic Psychology
An examination of the historical roots of contemporary writings in existential and humanistic psychology. Studies on human health, growth, neurosis, and self- actualization are emphasized.
Prerequisites: Two of the following: PSYCH 200, 230, 241; or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

PSYCH 486
Research Apprenticeship in Psychology
This course is designed to provide undergraduate majors in psychology with opportunities to participate in empirical research under the direction of a full-time faculty member. Students may be involved in all aspects of research including review of the literature, selection of tasks and measures, preparation of experimental protocols, data collection, coding and analysis. This course is open only to psychology majors.
Prerequisites: PSYCH 100 or PSYCH 101, and PSYCH 102 or 270, plus 3 additional psychology courses; and permission of instructor.
Hrs by arrangement, 3 Credits

PSYCH 488, 489
Directed Study in Psychology
Independent work on special problems or in certain fields of psychological interest. Students must make arrangements with individual instructors and have projects approved by the department.
Prerequisites: At least 2 intermediate-level psychology courses, and permission of instructor.
Hrs by arrangement, 1-4 Credits

PSYCH 490
Special Topics in Psychology
Conducted by various members of the faculty with special attention in their fields of scholarly interest. Topics vary by semester.
Prerequisites vary.
3 Lect Hrs, 3 Credits

PSYCH 496, 497
Honors Research
Independent study; the research, writing and defense of thesis.
Prerequisite: Permission of Psychology Honors Committee.
Hrs by arrangement, 3 Credits

Department of Psychology

PSYCH 498
Senior Honors Seminar I
An intensive program of directed research combined with weekly discussion.
Prerequisite: Permission of Psychology Honors Committee.
3 Lect Hrs, 3 Credits

PSYCH 499
Senior Honors Seminar II
An intensive program of directed research combined with weekly discussion.
Prerequisite: PSYCH 498.
3 Lect Hrs, 3 Credits

Graduate Courses

Some graduate-level courses in psychology are open to undergraduates. Please contact the department office for further information.

PROGRAM IN PUBLIC POLICY

Director

Associate Professor Elizabeth Bussiere

The Program

The Program in Public Policy is an interdisciplinary program primarily for but not limited to matriculated undergraduate students. The aim of the program is to provide a foundation in public policy analysis for individuals prospectively involved in the public, not-for-profit, or private sectors. The underlying rationale for this program is the belief that the University and the College can and should play an integral role in improving the quality of public policy making in cities and towns, in the state, and in the nation, and that such an improvement will enhance the quality of life for all citizens. The program provides students with both an understanding of the fundamental elements involved in the public policy process and with the analytical skills—qualitative and quantitative—necessary to make an informed evaluation of stages in the process and of the policies emerging from that process. The program provides students with a disciplined approach to public policy and the policy making process within a framework designed and administered by faculty experts.

The program is open to matriculated and non-matriculated students. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Requirements

The requirements of the Program in Public Policy provide structure while allowing for flexibility. Some courses are taken by all the students in the program, but others are selected by students in order to meet their own individual needs and interests. A particular student's choices may sample many broad areas within the field, or may explore a specific area in greater depth.

Required Courses

All students are required to take POLSCI 203 (Public Policy) which provides the essential descriptive and analytical elements of public policy. The program contains a statistics requirement which can be met by successful completion of any one of the following courses: ECON 205 (Statistical Methods), PSYCH Z270 (Statistics), or SOCIOL 350 (Elements of Social Statistics). Students are also required to complete either ECON 101 (Introduction to Microeconomics) or ECON 102 (Introduction to Macroeconomics). The choice will usually depend upon whether the student prefers an emphasis on microeconomics or macroeconomics.

Area Courses

Students must also fulfill area requirements by completing five courses from the list which follows. Since courses offered vary from semester to semester, students should consult with the program director for updated lists. Courses must be drawn from a minimum of three of the following five areas:

1. Ethics and Public Policy,
2. Urban and Regional Policy,
3. Environmental Policy,
4. Social Welfare Policy, and
5. Institutional Processes and Public Administration and Management.

One of the areas must be Ethics and Public Policy. In fulfilling the eight-course requirement, students will be expected to avoid concentrating too heavily on offerings from any one department: a maximum of four is allowed. Of the five courses, a minimum of two must be at or beyond the 300 level.

Area 1: Ethics and Public Policy
- ANTH 352 (Applied Social Anthropology)*
- PHIL 215 (Philosophical Foundations of Public Policy)
- PHIL 221 (Business and Management Ethics)
- PHIL 222 (Moral Issues in Medicine)
- PHIL 307 (Technology and Values)
- POLSCI 347 (Politics, Social Choice, and Public Policy (when available)
- POLSCI 400 (Leadership)

Area 2: Urban and Regional Policy
- ANTH 252 (Urban Anthropology)*
- AFRSTY 320 (Problems in Urban Education)
- AFRSTY 410 (Black Urban Politics; Political Economy of New England)
- E&GSCI 221 (Urban Physical Environment)

Program in Public Policy

- E&GSCI 340 (Planning and Land Use Law)*
- E&GSCI 375 (Urban Planning)
- ECON 318 (Economics of State and Local Government)
- POLSCI 340 (Boston: Cooperation and Conflict in the Urban Environment)
- POLSCI 341 (Metropolitan Politics)
- POLSCI 344 (Problems of Urban Politics)

Area 3: Environmental Policy
- E&GSCI 221 (Urban Physical Environment)*
- E&GSCI 324 (Coastal Zone Management)
- E&GSCI 340 (Planning and Land Use Law)*
- E&GSCI 378 (Resource Management)
- ECON 345 (Natural Resources & Sustainable Economic Development)
- ECON 349 (Economic Approaches to Environmental Problems)
- PHIL 220 (Environmental Ethics)
- POLSCI L250 (Introduction to Environmental Policy, when available)
- POLSCI 348 (Science and Public Policy)

Area 4: Social Welfare Policy
- ANTH 252 (Urban Anthropology)*
- ANTH L301 (AMST L301) (Childhood in America)
- ANTH 352 (Applied Social Anthropology)*
- ANTH 670 (Industrial Anthropology and Sociology)
- ECON 343 (The Political Economy of Black America)
- ECON 350 (The Political Economy of Aging and Retirement)
- ECON 380 (Health Economics)
- ECON 394 (Sex Segregated Labor Markets)
- ECON 395 (The Economics of Social Welfare)
- POLSCI 312 (Political Economy I)
- POLSCI 313 (Political Economy II)
- POLSCI 335 (Law and Public Policy)
- SOCIOL 160 (Social Problems)
- SOCIOL 233 (Sociology of Unemployment)
- SOCIOL 250 (Social Policy)
- WOST 260 (Women's Health Care)
- WOST 330 (Women and Public Policy)

Area 5: Institutional Processes and Public Administration and Management
- ANTH 615 (Public Archaeology)
- ECON 417 (Public Finance)
- ECON 433 (Government Regulation of Private Business)
- POLSCI 311 (Political Parties)
- POLSCI 318 (Legislative Process)
- POLSCI 324 (American Presidency)
- POLSCI 325 (Public Administration)
- POLSCI 327 (Public Management; when available)
- POLSCI 335 (Law and Public Policy)
- POLSCI 356 (Comparative Public Administration; when available)
- POLSCI 424 (American Foreign Policy)
- POLSCI 488 (Fieldwork in Politics)

*Courses listed in more than one area.

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

PROGRAM IN THE STUDY OF RELIGION

Faculty

Richard Horsley, Professor and Director; Associate Professor Kathleen M Sands

The Program

The Program in the Study of Religion offers a set of courses which concentrate on the religious dimension of human experience. The nucleus of the program consists of a group of courses directly in the study of religion which focus on the fundamental problems and themes of religious experience. These are supplemented by a variety of departmental course offerings which examine religious aspects of literature, history, or institutions, as treated by the social sciences and the humanities. This program seeks to explore critically the cultural heritage of religious experience in a fashion which enables students to expand their views of human culture and to find the place of their own history and experience within the framework of a liberal and humanistic education.

Requirements and Recommendations

The Program in the Study of Religion is designed for students who wish to pursue the study of religion in a systematic way. Students will be assisted and advised by the Committee on the Study of Religion, which supervises the program. A student's program of study must be coherent, balanced, and varied. It must provide for a clearly-defined focus and for study of a wide range of religious phenomena. Successful completion of the program is recorded on official University transcripts when a student has met all graduation requirements.

To fulfill the program requirements, a student must complete six or more courses, at least three of which must be selected from courses offered directly in the program with the remainder chosen either from the program's courses or from the approved list (see below) of related courses.

Related Courses

In addition to the specific courses in the study of religion listed below, the following courses are closely related to the study of religion:

Approaches to Religion through Particular Disciplines

- ANTH G223 (Afro-Caribbean Religions)
- ANTH 366 (The Anthropology of Religion)
- ANTH 367 (Social and Cultural Perspectives on Witchcraft and Sorcery)
- PHIL 225 (The Philosophy of Religion)
- SOCIOL 325 (Religion and Social Change in Latin America)
- SOCIOL 431 (The Sociology of Religion)

Major Religious-Cultural Traditions

- AFRSTY 112 (African-American Religions Since 1900)
- AFRSTY 120 (African-American Religions Before 1900)
- CLSICS 385 (Greek and Roman Religion)
- HIST 337 (Ancient Jewish History)
- HIST 338 (Jewish History since 1500)
- PHIL 297 (Asian Philosophy)
- PHIL 311 (Medieval Philosophy)
- POLSCI 470 (Christianity and Politics)

Religion and Literature

- ENGL 385 (Milton)
- FRENCH C275 (Freedom, Evil and Guilt: Religious Dimensions in Modern French Literature)
- MDNLNG L220 (Hades, Heaven and Hell)
- PHIL 303 (Simone Weil)
- PHIL 305 (Philosophy and Literature)
- PHIL 351 (Plato)
- PHIL 357 (Kierkegaard)

Transfer Credit Policy

Students seeking to transfer credit for courses taken at other institutions should confer with the director of the program.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "RELSTY L232 (EASIAN L232)", which is cross-listed with the Program in East Asian Studies.

Courses

RELSTY G130
Religion, Politics, Sex and Violence

RELSTY G204
Buddha, Jesus, and Plato

For a complete description of these courses, see "First-year and Intermediate Seminars" section of this publication.

RELSTY 104
Socrates, Jesus, Buddha
A study of three great paradigmatic figures and the different ways of life and views of reality which they represented. Attention to the social-cultural contexts in which they emerged; critical evaluation of Socrates and Jesus as sources of Western values; and exploration of why the Buddha has recently become an attractive alternative.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

RELSTY 109
Symbol, Myth and Ritual: Cultural Studies in Religion
This course studies myths, symbols, rituals, and other dimensions associated with religion. These dimensions, however, also appear outside religion—e.g., in popular movies, fashion, sports and music. The course will explore these "religious" dimensions as they appear in both arenas, by applying some major theories of religion (e.g., Freud, Durkheim and Eliade) as well as the tools of cultural analysis.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Sands

RELSTY 122
Introduction to Critical Studies in Religion
This course introduces students to two or three religious traditions, including at least one "major" religion and one smaller and/or newer tradition. By studying the historical evolution of the category "Religion" as well as the evolution of the specific "religions," students learn to recognize the historical, economic and political forces that shape "Religion" over time.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RELSTY L232 (EASIAN L232)
Asian Religions
A study of religious expression in China and Japan with special emphasis on Confucianism, Taoism, Buddhism and Shinto.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits

RELSTY 233
Introduction to Islam
This course acquaints students with the broad outline of the Islamic religion, including its origins and historical development, its sacred scriptures, and the main beliefs and practices of Muslims. It also considers Islam's mystical dimension, its aesthetic expressions, its views of gender relations, and its orientation in the modern world.
3 Lect Hrs, 3 Credits

Program in the Study of Religion

RELSTY 241
Myth, History, and Prophecy: Old Testament
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East, with some attention to subsequent biblical interpretation, literature, and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest, and apocalyptic visions.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Horsley

RELSTY 242
New Testament, Judaism, and Hellenistic Religion
A study of the religion and the literature of early Christianity in comparison with other, contemporary, Jewish movements—Pharisees, Essenes, others—and with Hellenistic philosophy and mystery religions. Concentration on the career and teachings of Jesus of Nazareth, the interpretation of his significance, and the development and diversity of the Christian movement.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Horsley

RELSTY 245
The History of Christianity
A study of Christianity in its diverse forms, exploring the development of institutional forms, theology, and Christianity's relation to the world. Materials include a comprehensive text, primary source readings, and cultural resources, such as music and images. Special attention is paid to people who were marginalized or subordinated within Christian history, such as women, non-literate people, non-Europeans and "heretics."
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Sands

RELSTY 264
Contemporary Religious Thought
This course acquaints students with several major religious traditions within the U.S. and explores how each religious tradition responds to contemporary questions such as interreligious toleration, violence, sexuality, work, and gender relations. We will not seek any one answer to these questions, but explore the religious options for responding to these central issues of contemporary life.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Ms Sands

RELSTY 273
Problems in Religion and Ethics
Consideration of certain religious-ethical perspectives on a few key social issues such as medical ethics, racial and sexual oppression, poverty, and violence. Concentration on three or four different positions such as those of Cox, Daly, Heschel, King, Niebuhr, Vatican II, and Third-World Catholic figures.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Horsley

RELSTY L312 (HIST L312)
The Jewish Mind to 1600
Foundations of Jewish thought and institutions from the age of the Talmud to the early modern period. Characteristic features of Talmudic law and lore, medieval Jewish philosophy, mysticism, and humanism are examined, with attention both to historical context and to Biblical background.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Segal, Mr Smith

RELSTY L358 (EASIAN L358)
Psychology, Politics, and Philosophy in East Asia
Why do attitudes in China, Korea, and Japan differ from Western attitudes on such issues as human rights; individualism and community; child rearing; moral and psychological development; the role of government; and proper behavior in business organizations? This course explores the roots of these differences in the Confucian tradition.
Distribution II Area: World Cultures.
3 Lect Hrs, 3 Credits

RELSTY 370
Religion and Law
This course develops a critical knowledge of Church-State relations in the U.S., with particular attention to the problematics of defining religion. Students study the relevant history and documents (the U.S. Constitution, church-state relations in the U.S., and significant case law). The course also covers major theoretical approaches to church and state, and concludes with contemporary case studies.
3 Lect Hrs, 3 Credits

RELSTY/POLSCI L380
Religion and Imperialism
Critical consideration of the ways that imperialism impacts religion and religion affects imperialism, with attention to historical cases such as the pax Romana and early Christianity, and focusing mainly on contemporary cases such as the Western European and American impact on the Middle East and Islam and Islam-inspired resistance in Iran and Palestine.
Prerequisites: Sophomore standing, 30 credits, or permission of instructor.
3 Lect Hrs, 3 Credits

RELSTY L381 (HIST L381)
The History of American Religion
The history of religion in America from the earliest settlements to the present day. Particular attention is given to the nature and content of belief among the various American denominations, and to the ways in which those groups have attempted to put their beliefs into practice.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

RELSTY 478, 479
Independent Study
Open only to a very limited number of students in any one semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program director.
3 Lect Hrs, 3 Credits

RELSTY 480
Special Topics Seminar
Intensive study of special topics, varying each year. Enrollment is limited.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits

PROGRAM IN SCIENCE, TECHNOLOGY, AND VALUES

Director

Professor Diane Paul

The Program

Science and technology are increasingly important sources of change in the world. The Program in Science, Technology, and Values offers students the opportunity to examine historical, socio-political, cultural, philosophical, and ethical dimensions of science and technology. It encourages both science and non-science students to analyze, in a focused way, the impact of science and technology on other social institutions and the impact of those institutions on science and technology.

Transfer Policy

Students may transfer in up to three of the six courses in the program and students may take one course of the six on a pass/fail basis.

Requirements

Students in the program complete a group of science and/or mathematics courses, and a group of courses focusing on science, technology, and values. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements.

I. The science/math component

Students must either

- Complete a major in biology, chemistry, geography, physics, mathematics, or computer science, provided that at least a one-semester course with a laboratory component is included, or
- Complete four science or mathematics courses, at least one of which must include a laboratory component.

Courses which count as science/mathematics courses for the purposes of this science/math sequence include any courses in biology, chemistry, physics, earth and geographic sciences, environmental, coastal and ocean sciences, mathematics, and computer science at the 130 level and above. The following courses also count: PSYCH 260, 270, 439, 466, 469, and 475; ANTH 105, 212, 241, and 316.

II. The science, technology, and values component

Six courses are required. At least three of the six courses must be taken at the 300 level or above.

Area 1: Philosophy and Values (at least two courses must be taken from this list)

- PHIL 220 (Environmental Ethics)
- PHIL 222 (Moral Issues in Medicine)
- PHIL 307 (Technology and Values)
- PHIL 346 (Philosophy of Science)
- PHIL Z481 (Advanced Philosophy of Science)

Area 2: History and Politics (at least two courses must be taken from this list)

- CHEM 476 (Historical and Philosophical Background of Selected Chemical Theories)
- ENVSTY 380 (Environmental History)
- HONORS 246 (History of Eugenics)
- POLSCI 240 (Politics, Probability and Human Health)
- POLSCI 348 (Science and Public Policy)
- POLSCI 367 (Politics by Internet)
- POLSCI 370 (Darwinian Revolution)

Area 3: Electives in other fields of science and technology studies

- ART 230 (Architecture, Design and Society)
- ANTH 357 (Culture, Disease, and Healing)
- ANTH 358 (Comparative Health Care Systems)
- COMSTU 250 (Analyzing Media)
- COMSTU 300 (Information Technology and Human Communication)
- ECON 345 (Natural Resource Economics and Sustainable Development)
- ECON 349 (Economic Approaches to Environmental Problems)
- ENGL G184 (Technology and the Soul)
- ENGL G186 (Gender and Science Fiction)
- ENGL 334 (Science Fiction)
- ENVSTY 364 (Environmental Justice)
- ENVSTY 401 (Environmental Problem Analysis and Policy Formulation)
- HONORS 290 (Imagining Mars)
- SOCIOL 384 (Medical Sociology)
- WOST 260 (Women's Health Care)

In addition, qualified advanced undergraduates may choose as electives, with the permission of the instructor, the following graduate courses:

- CRCRTH 611 (Seminar in Critical Thinking)
- CRCRTH 619 (Biomedical Ethics)
- CRCRTH 640 (Environment, Science and Society: Critical Thinking)
- CRCRTH 645 (Biology in Society: Critical Thinking)
- CRCRTH 652 (Children and Science)
- ENGL 663 (The End of the World)

For information about CRCRTH courses, see the "Critical and Creative Thinking" section of the University's graduate bulletin.

Information and Advising

The director and members of the advisory board will advise students how to meet the requirements of the program through the selection of a coherent, focused group of courses. Students interested in the program may contact Professor Millman at the Department of Philosophy or Professor Paul at the Department of Political Science.

DEPARTMENT OF SOCIOLOGY

Faculty

Siamak Movahedi, Professor and Chair; Professors Robert Dentler (Emeritus), Estelle Disch, Gerald Garrett (Emeritus), Susan Gore, Calvin Larson (Emeritus), Richard Robbins (Emeritus), Russell Schutt, Sharon Stichter (Emeritus); Associate Professors Paul Benson, Harry Brill, Ann Cordilia, Xiogang Deng, Stephanie Hartwell, Glenn Jacobs, Richard Kronish; Assistant Professors Milton Butts Jr., Jorge Capetillo-Ponce, Melissa Herman, James Willis; Adjunct Faculty: Jennifer Brown, Paul Camacho, Brian Clarridge, Floyd J Fowler, Sylvia Mignon, Bette Woody

The Department

Sociology is the scientific study of society and social relations. Sociologists study individuals in group contexts, ranging from couple relationships to organizations, cities, and nations. They examine patterns of social class and inequality, processes of socialization, the dynamics of inter-group relations, the criminal justice system, the origin of social problems and the effectiveness of social programs. They describe and analyze variations in income, occupation and education; ethnicity, race and culture; family and kinship; power and authority; crime and illness. Sociologists use a range of research methods to gather information about people, groups, and social institutions. Students of sociology learn how to conduct surveys, design experiments, and observe social life. They study social theories and how they can be used to understand social behavior at different times and in different places. Many courses offer opportunities to apply sociological theories and methods to practical problems and in real world settings.

The Sociology Major

The department requires a total of 30 semester hours of sociology credit for a major in sociology. Four courses are mandatory for the major: SOCIOL 101 (Introduction to Sociology), 341 (Elements of Sociological Theory), L351 (Methods of Sociological Research) and a Senior Experience (Capstone) course which may be one of the following: SOCIOL 460, SOCIOL/CRMJUS L461, SOCIOL/CRMJUS L462, SOCIOL 469, SOCIOL 470, SOCIOL 478 or SOCIOL 479. The department encourages completion of SOCIOL/CRMJUS L351 by the start of the junior year.

Of the remaining 18 sociology credits needed, at least one 3-credit course must be taken at the 300 level or higher. Junior or senior standing is recommended for all 300- or 400-level courses. A maximum of no more than 6 credits of sociology internship courses or 3 credits of directed study in sociology may be counted toward the major.

The Sociology Minor

For a minor in sociology the department requires at least 18 semester hours of sociology credit, including three courses required for the major (SOCIOL 101, 341, 351). Not more than 6 credits from an internship course may be counted toward the minor.

Pass/Fail Policy

One course applied toward the sociology major or minor may be taken on a pass/fail basis, but it may not be SOCIOL 341 (Elements of Sociological Theory), SOCIOL 351 (Methods of Sociological Research), or any course taken to meet the Senior Experience requirement.

The Joint Major in Psychology and Sociology

The Psychology and Sociology Departments offer a joint major emphasizing the theories, methods, and applications of social psychology, and the nature of social psychology as a subfield of both departments and a bridge between them. Students who elect this joint major complete a complementary sequence of psychology and sociology courses, and also have access to advising and counseling from both departments.

The course sequence for the joint major in psychology and sociology includes a minimum of 12 courses as follows:

- PSYCH 100 or 101 (Introductory Psychology)
- SOCIOL 101 (Introduction to Sociology)
- PSYCH 230 (Social Psychology) or SOCIOL 281 (Society and the Individual)
- SOCIOL 341 (Sociological Theory)
- SOCIOL 351 (Research Methods)
- PSYCH 102 or PSYCH Z270 or SOCIOL 270 (Formerly SOCIOL 350) (Statistics)

One course from the following list:

- PSYCH 250 (Learning and Memory)
- PSYCH 255 (Perception)
- PSYCH 260 (Behavioral Neuroscience)

One course from the following list:

- PSYCH 200 (Personality)
- PSYCH 215 (Abnormal Psychology)
- PSYCH 241 (Infancy and Child Development)

Two from the directed list of psychology courses:

- PSYCH 315 (Psychological Trauma)
- PSYCH 333 (Group Dynamics)
- PSYCH 334 (Social Perception)
- PSYCH 335 (Social Attitudes and Public Opinion)
- PSYCH 336 (Culture, Values, Religiosity and Chronic Mental Illness)
- PSYCH 337 (Communication and Society)
- PSYCH 338 (Community Psychology)
- PSYCH 339 (The Psychology of Law)
- PSYCH 341 (Family and Child Development)
- PSYCH 430 (Internship in Psychology)
- PSYCH 439 (Experimental Methods: Social)
- Two from the directed list of sociology courses:
  - SOCIOL 300 (Communication and Opinion)
  - SOCIOL 310 (Socialization)
  - SOCIOL 316 (Family Violence in America)
  - SOCIOL 342 (Aging and Society)
  - SOCIOL 362 (Juvenile Delinquency)
  - SOCIOL 382 (Sociology of Gender)
  - SOCIOL 384 (Medical Sociology)
  - SOCIOL 386 (Sociology of Mental Health and Illness)
  - SOCIOL 460 (Internship in Urban Social Service)

Note: Either PSYCH 430 or SOCIOL 460, but not both, may be applied to the joint major.

Students are required to declare the joint major in psychology and sociology no later than the start of their junior year. Waiving or modifying any joint major requirement must be approved by both departments. Joint majors are assigned a faculty advisor from each department, and they are urged to make contact with their advisors as soon as possible. They must see an advisor in either department in order to register for courses.

Students in the joint major may pursue an honors major and are eligible for Alpha Kappa Delta, the national sociology honor society. See the "Honors" section below.

The Criminal Justice Major

I. Core Courses (30 credits)
   - CRMJUS L262 (SOCIOL L262) (Criminology)
   - CRMJUS L321 (SOCIOL L321) (Racial and Ethnic Relations)
   - CRMJUS L351 (SOCIOL L351) (Methods of Sociological Research)

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- CRMJUS L363 (SOCIOL L363) (Corrections)
- CRMJUS L368 (SOCIOL L368) (Alcoholism: Etiology and Epidemiology) or SOCIOL/CRMJUS L367 (Drugs and Society)
- CRMJUS L465 (SOCIOL L465) (The Police in Society)
- CRMJUS L467 (SOCIOL L467) (Sociology of Law)
- SOCIOL 101 (Introduction to Sociology)

II. Area Courses (12 credits)

Four courses chosen from offerings in five areas; at least two courses must be in one area. Areas include

A. Substance Abuse and Crime
B. Community and Social Problems,
C. Mental Health Law and Crime
D. Youth and Crime
E. Law and Public Policy

A listing of courses in each area is available in the Sociology Department Office.

III. Capstone Internship (6 credits)

- CRMJUS L461 (Internship in Law and Criminal Justice)
- CRMJUS L462 (Internship in Law and Juvenile Justice)

Criminal justice majors may count a maximum of six courses taken outside CLA toward the completion of major requirements. One CLA course may be taken on a pass-fail basis, but it may not be CRMJUS/SOCIOL L351, CRMJUS/SOCIOL L461, or CRMJUS/SOCIOL L462.

The Minor in Criminal Justice

Students choosing to minor in criminal justice must complete four required courses and three additional criminal justice electives. The required courses include:

1. CRMJUS L262 (Criminology)
2. CRMJUS L467 (Sociology of Law)
3. CRMJUS L321 (Race and Ethnic Relations) or CRMJUS L368 (Alcoholism: Etiology and Epidemiology)
4. CRMJUS L363 (Corrections) or CRMJUS L465 (Police in Society)
5. Any three elective courses (9 credits) from the elective areas contained in the major

Double-Counting

Students pursuing two majors within this department may double-count two sociology or criminal justice courses at the 300-level or above. They may also count as many 100- and 200-level courses as they have taken, as long as requirements for both majors have been satisfied. Students double-majoring in sociology and criminal justice need only take one senior experience course, which would be either SOCIOL/CRMJUS L461 or SOCIOL/CRMJUS L462.

Directed Study

At the invitation of the department, students may take individual directed study with emphasis on independent research. Students wishing to engage in directed study must submit a proposal for departmental consideration; this must be done by the end of the add-drop period in the semester in which they are doing the directed study. See guidelines in the department handbook.

Honors

The Department offers advanced students an opportunity to complete their major with honors. The purpose is to provide a more stimulating and in-depth undergraduate experience. It also gives students an opportunity to receive recognition for their achievements. Successful completion of the honors major is noted on the student's transcript. The requirements for the honors major involve course work, an honors paper, and an overall grade point average of 3.5 in sociology or criminal justice courses. See the department handbook for details.

Students with a 3.0 overall grade point average and a 3.0 in sociology with at least 12 credit hours in sociology courses taken at the University are eligible for admission to Alpha Kappa Delta, the national sociology honor society.

Further details about the honors major and Alpha Kappa Delta are available from the department office.

Advising

Upon declaring a major, students will select or be assigned a departmental advisor. It is the responsibility of majors to keep up to date on their progress toward completion of the major and to maintain contact with their advisors. All majors in this department are encouraged to discuss academic and career issues with their advisors, especially when choosing courses during the preregistration period.

Transfer Credit Policy

Sociology. For students declaring sociology as their major, the following rules apply regarding sociology credit transfer. Generally no more than five sociology courses (15 credits) taken at another university or college may be applied toward the major. However, all sociology credits completed at UMass Amherst, UMass Dartmouth or UMass Lowell will be accepted toward a sociology major at UMass Boston. Course credit transfer from junior or community colleges will be evaluated on a case-by-case basis. Sociology majors should see the department chairperson for approval to take courses from other institutions whose credits they wish to use toward the major at UMass Boston.

Social Psychology. Social Psychology joint majors may transfer up to three sociology courses and 3 psychology courses (18 credits).

Criminal Justice. Criminal justice majors may transfer in up to 6 courses (18 credits).

Programs and Areas of Focus

For students interested in the field of human services, the SUSS (Sociology of Urban Social Services) Program within the Sociology Department offers a wide range of field placement experiences and related courses. Interested students (both majors and non-majors) should inquire in the Sociology Department office for a description of the program.

Administered through the Department of Sociology, Alcohol and Substance Abuse Studies (ASAS) offers a flexible curriculum in the study of issues involving alcohol and other drugs. ASAS is an interdisciplinary program that uses alcohol- and drug-related sociology courses as its core curriculum. ASAS courses are especially relevant to students with career interests in substance abuse treatment and prevention services, teaching in primary and secondary schools, social work, and human services, medical and health care professions, and criminal justice.

ASAS is open to matriculated students in all majors, including sociology. Sociology courses in the ASAS curriculum include

- SOCIOL L367/CRMJUS L367 (Drugs and Society)
- SOCIOL L368/ CRMJUS L368 (Alcoholism: Etiology and Epidemiology)
- SOCIOL 369 (Alcoholism: Treatment and Prevention)
- SOCIOL 469 (Alcohol/Drug Agency Experience)

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For complete information on ASAS, see the "Alcohol and Substance Abuse Studies" section of this publication.

Internships

Internships are available in a variety of courses in the Department of Sociology, including

- SOCIOL 444 (Cooperative Education Field Experience in Sociology)
- SOCIOL 460 (Internship in Urban Social Service)
- SOCIOL/CRMJUS L461(Internship in Law and Criminal Justice)
- SOCIOL L462 (Internship in Law and Juvenile Justice)

The Combined BA/MA in Applied Sociology

The Department of Sociology now offers an accelerated five-year BA/MA program for eligible students interested in applied sociology. By entering this program the student can earn both a bachelor's degree—in any undergraduate field—and a master's degree in applied sociology, in less time than required for earning the two degrees separately. Students are accepted into the full-time master's degree program in their junior year, begin taking graduate courses in their senior year and complete the program in their fifth year. On completion of all requirements, students are awarded both bachelor's and master's degrees. Students who do not complete the entire program, or do not have the required GPA to be awarded an MA degree, may choose to apply appropriate earned credits toward the bachelor's degree.

Students should apply to this program when they have taken at least three courses in sociology, but no later than the second semester of their junior year. Admission to the program normally requires a 3.00 overall GPA. On the recommendation of the graduate program director, conditional admission may be granted to students with a lower GPA. Admission decisions follow the same procedures and standards used to evaluate graduate applicants for the MA Program. GRE or MAT scores may be submitted, but they are not required. Completion of the program requires 104 undergraduate and 36 graduate level credits for a total of 140. Students may enroll part time and complete the program over a period longer than five years.

Students in the program may choose to complete undergraduate majors in any CLA or CSM department. All students must complete a course in statistics (SOCIOL 350 or PSYCH Z270 or equivalent). Those who choose to major in sociology, the joint major in psychology and sociology, or criminal justice will complete the rest of the program's undergraduate requirements as part of their majors. Those majoring in other fields must satisfy the requirements of a minor in sociology.

The graduate-level requirements for the MA in Applied Sociology will be the same for all students regardless of undergraduate major. Complete information on these degree requirements is available in the "Applied Sociology" section of the University's graduate bulletin.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "SOCIOL L368 (CRMJUS L368)," which is cross-listed with the Criminal Justice Major.

Courses

SOCIOL G110
Insiders/Outsiders

SOCIOL G211
Race and Power in the United States
For a complete description of these and other courses with a G prefix, see the "First-Year and Intermediate Seminars" section of this publication.

SOCIOL 101
Introduction to Sociology
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, and social change.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

SOCIOL 102
Further Topics in Introductory Sociology
A continuation of Introduction to Sociology for second semester freshmen in the SUSS Program, focusing on the social processes of deviance, change and conflict.
Prerequisites: SOCIOL 101 and participation in SUSS Program.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

SOCIOL 103
American Society: Socioeconomic Aspects
An examination of the development and the dynamics of the social structure and political economy of contemporary US society. Topics include the shape and historical development of the economic structure; trends and consequences of monopolization; ownership and control of the major corporations; multinationals and the consequences of foreign expansion; postwar foreign policy; theories of social class; trends within the occupational structure; poverty.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

SOCIOL 104
Personality and Social Structure in Two Societies
This course is an introduction to sociological and social science perspectives through the comparative analysis of two contemporary societies. The course is taught in two parts, describing and comparing first the elements of social structure and second how social structure, culture and personality fit together.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Cordilia

SOCIOL 139
The Social Legacy of the Vietnam War
The course examines the manifold social legacy of the Vietnam War. It includes a brief history of the Vietnamese nation, the process of American intervention, the development of the antiwar movement at home, US policy and public attitudes.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

SOCIOL 140
The Life Cycle
This course focuses on youth, adulthood, and old age; it examines the way in which, during different stages in life, different kinds of relationships rise and fall in importance. It considers the meaning of work at different stages and, in general, how individuals and groups cope with change.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

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SOCIOL 160
Social Problems
A course concentrating on institutional formation and change. Specifically, it covers the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Jacobs and Staff

SOCIOL 200
Human Service Organizations
Theory and practice of people—processing and people—changing, interpersonal behavior, and group development, through observation of the group itself, and through readings from psychology, anthropology and sociology.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

SOCIOL 201
Youth and Society
An examination of theories and research on youth and society. Present day patterns of youthful development are contrasted to other types—both in Western history and in other cultures. The relationship of youth to major institutions (educational, legal, occupational) are examined in detail.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Herman and Staff

SOCIOL 211
The Urban Community
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Jacobs and Staff

SOCIOL 220
A Survey of Asian Societies: China and Japan
This course is an introductory study of the institutions and structures of East Asian societies, especially China and Japan. It concentrates on selected traditional institutions such as the family, community, and social aspects of the economy, and their relations to modernization and industrialization. Comparisons are made between these East Asian societies and the United States.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Cordilia

SOCIOL L223 (AMST or ASAMST L223)
Asian Minorities in America
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

SOCIOL L225 (AMST or ASAMST L225)
Southeast Asians in America
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

SOCIOL L228 (AMST or ASAMST L228)
Asian Women in the United States
Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experience of Asian women in the United States from 1850 to the present. Topics include the transformation of Asian women's traditional roles as part of the acculturation process; exclusion; changing roles within the Asian American family; resistance to oppression as defined by race, gender, class; and the continuing impact of international politics.
Prerequisites: AMST L223 or AMST L225 or permission of instructor.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

SOCIOL 231
Social Class and Inequality
Social classes in traditional and industrial societies; classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Kronish

SOCIOL 232
The Sociology of Work
Deals with a variety of social issues associated with the division of labor: the structure of occupations and their impact upon workers, sources of satisfaction in work, experiments in redesigning work, and models of workers' participation in the work place.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Brill, Mr Schutt

SOCIOL 233
The Sociology of Unemployment
The focus of this course is on the social implications of unemployment. Job loss entails more than a loss in income, as self-definition and sense of belonging are often work-related. Also, unemployment has an impact upon social institutions themselves, particularly on the family, on community networks, and on the various agencies that the unemployed encounter. How both the unemployed and the social institutions they confront are affected, affect each other, and impinge on the rest of society are examined.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

SOCIOL 238
The Sociology of Education
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American schools and colleges and the relevance of

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these features to the economy and to the ideologies of education.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Herman

SOCIOL 240
The Self in Society: Studies of Autobiographies
This course uses sociological readings and a wide variety of autobiographical materials to help students make sociological sense of their own and others' lives. The course addresses how the development of identity and the development of personal empowerment are affected by discrimination. Selected readings by Goffman, Gilligan, Erikson, Mills, and others aid in the interpretation of autobiographies. Written and oral reports are used to practice the skills of listening, describing, analyzing, and interpreting.
Prerequisite: ENGL 101-102.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Disch

SOCIOL 242
The Family
A comparative and historical analysis of family systems. Emphasis on the development and the future prospects of the nuclear family in middle-class industrial society.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

SOCIOL 250
Social Policy
This course selects several important areas and issues within which to examine the development of social policy. Social policy perspectives on crime, housing, health, unemployment, and race and ethnic issues are among those considered. Central to this examination is how social problems are defined, and the implications of those definitions for the direction of social policy.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Brill

SOCIOL 261
Social Deviance and Control
This course examines the conditions and processes underlying social conformity and deviance. Discussion topics include social definitions of deviance, societal reactions to deviant behavior, deviant subcultures, and social control processes.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Benson, Mr Deng, Mr Kronish, and Staff

SOCIOL L262 (CRMJUS L262)
Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Butts, Ms Hartwell, Ms Mignon, Mr Willis

SOCIOL 270
Elements of Social Statistics
Fundamentals of social statistics; special emphasis on probability, tests of significance, and measures of association.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Movahedi, Mr Schutt, and Staff

SOCIOL 272
Social Change in the Third World
Social and economic aspects of development and modernization in Third World societies.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits

SOCIOL 281
Society and the Individual
Basic survey of the social environment of individuals and its impact on psychological processes.
Prerequisite: SOCIOL 101.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Herman, Mr Movahedi, and Staff

SOCIOL 300
Communication and Opinion
Sociological and political perspectives on mass communications.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Movahedi

SOCIOL 310
Socialization
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood, and on continuities and discontinuities between child and adult socialization.
Prerequisites: SOCIOL 101, SOCIOL 281, and junior or senior standing.

SOCIOL 316
Family Violence
This course seeks to help participants develop a critical understanding of force and violence within the family structure. Emphasis is on violence between spouses, and between children and parents; and on the prevalence, the character, and the causes of such violence. Topics also include society's reaction to family violence, and its policies of control and treatment; and the sexual abuse and exploitation of children and women.
Prerequisite: SOCIOL 101 or permission of instructor.
3 Lect Hrs, 3 Credits

SOCIOL L321 (CRMJUS L321)
Racial and Ethnic Relations
An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.
Prerequisite: SOCIOL 101.
Distribution II Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Butts, Mr Capetillo-Ponce, Mr Jacobs

SOCIOL 322
Latino Boston: Immigrant Adaptation and Community Formation in an Urban Context
Concepts in the sociology of immigrant community formation are presented through the lens of the formation of Boston's Latino community. Themes include the role of immigrant networks in early community formation; the processes of social and economic incorporation of immigrants; the role of geographic concentration of urban space; the role of community organizations; and racial/ethnic identity formation.

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Prerequisite: SOCIOL 211 or LATAM 301 or AMST 201.
3 Lect Hrs, 3 Credits
Ms Uriarte

SOCIOL 325
Religion and Social Change in Latin America
An examination of the sociological conditions under which religious belief has been serving as a catalyst for change-oriented movements in contemporary Latin America. Course topics, which range from the early roots of liberation theology in Brazil and Chile to the more recent participation of church people in struggles in Central America, integrate relevant social theory with recent research.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 331
The Sociology of Social Movements
Analysis of general characteristics of social movements as vehicles of social change, with a focus on selected historical social movements.
Prerequisites: SOCIOL 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

SOCIOL 335
Political Sociology
An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisites: SOCIOL 101 and POLSCI 122.
3 Lect Hrs, 3 Credits

SOCIOL 337
The Sociology and Psychology of Complex Organizations
Types of organizational structures both historically and in industrial societies. Profit-making and non-profit-making organizations such as schools, business and public bureaucracies, corporations, churches, hospitals, and prisons.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 340
Field Work Methods
Intensive training in observational methods and readings of theoretical issues involved.
Prerequisites: SOCIOL 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Disch, Mr Jacobs

SOCIOL 341
Elements of Sociological Theory
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisites: SOCIOL 101 and junior standing.
3 Lect Hrs, 3 Credits
Mr Capetillo-Ponce, Mr Jacobs

SOCIOL 342
Aging and Society
An examination of theories and research on aging and society. The course is organized into two sections. The first explores the general relationship of the aging process and the aged to the social, economic, and political systems in a youth-oriented and work-oriented society. The second draws upon cross-national and cross-cultural material.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 344
The Sociology of Death and Dying
A cross-societal survey course focusing on human responses to death and dying. Topics include the sociological meaning and definition of death; social-psychological adaptation to impending death; grief, mourning and bereavement; funeral practices; euthanasia and the right to die; the hospice movement; widowhood, and life after life. The course also examines the interrelationship of medicine, the law, and the family with death and dying.
Prerequisite: SOCIOL 342.
3 Lect Hrs, 3 Credits

SOCIOL L351 (CRMJUS L351)
Methods of Sociological Research
Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Deng, Ms Gore, Mr Movahedi, Mr Schutt

SOCIOL L355 (WOST L355)
Women in Third World Development
This course examines the way social change and industrial development in contemporary Third World societies is affecting women. Topics include the changing division of labor in rural areas, the employment of women in multinational corporations, women in the informal sector, women and population policies, changing family structures, poverty and female-headed families, and the impact of selected foreign and multilateral aid programs. The course also considers the nature of women's organizing for economic self-help and for social and political change.
Diversity Area: International.
3 Lect Hrs, 3 Credits

SOCIOL 362
Juvenile Delinquency
The nature and extent of delinquency. Consideration of theories, delinquent subculture, and programs for control and prevention.
Prerequisites: Junior standing and SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Butts

SOCIOL L363 (CRMJUS L363)
Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 365
The Professions in Contemporary Society
An examination of the concepts and theories which have been brought to bear on the study of contemporary professions. Students examine the historical matrix of modern professionalism, and the sources of power and vulnerability of professions in industrial society. The conditions which differentiate the experience and organizations of different professions are studied, including practitioner-client relationships, patterns of peer control, and the varied roles of professional authority in complex organizations. Class and written reports focus on comprehensive studies of specific professions.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL L367 (CRMJUS L367)
Drugs and Society
This course examines the social origins and consequences of the use and abuse of consciousness-altering substances (including alcohol). It considers how society defines and deals with drug use and assesses social harm, including such issues as addictions and health effects, drugs and crime, the legislation debate, and drug policy and enforcement.
Prerequisite: SOCIOL 101.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Hartwell, Ms Mignon

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SOCIOL L368 (CRMJUS L368)
Alcoholism: Etiology and Epidemiology
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross-culturally and among subgroups in the population such as women, prison inmates, the elderly, and homeless people.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Hartwell, Ms Mignon

SOCIOL 369
Alcoholism and Substance Abuse: Treatment and Prevention
An intensive examination of theories and research on the etiology of alcohol and other drug abuse, with special emphasis on their implications for treatment, prevention, and education programs; sociological factors influencing diagnosis and treatment outcomes; legal coercion treatment programs; behavioral, family therapy, and community reinforcement approaches; audiovisual media in alcohol and drug education. Special attention to self-help groups.
Prerequisite: SOCIOL 101, SOCIOL 368 or permission of instructor
3 Lect Hrs, 3 Credits
Ms Hartwell, Ms Mignon

SOCIOL 373
Population and Ecology
The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interact.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 382
The Sociology of Gender
This course analyzes the sociological determinants and consequences of gender—that is, how societies assign specific expectations, advantages, and disadvantages to people on the basis of the biological fact of their sex. It examines the inequality between men and women that is a feature of the structure of many societies, as well as the social-psychological dimensions influencing individual behavior.
Prerequisite: SOCIOL 101.
Distribution II Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Disch and Staff

SOCIOL 384
Medical Sociology
The course focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions: (1) Illness and treatment are defined from a sociocultural, biological perspective; (2) sociological theories and studies are then brought to bear on the problems of definitions of illness, illness behavior and the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisites: SOCIOL 101, and one additional sociology course.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Gore

SOCIOL 386
The Sociology of Mental Health and Illness
The sociological study of mental disorder and well-being in American society. The course emphasizes the study of the prevalence and the incidence of disorder, and theories of its causation. Attention is also given to family and societal reactions to the impaired, and how these responses and definitions influence legal processes, treatment, and illness severity. Social policy is discussed.
Prerequisites: SOCIOL 101, and one additional course in sociology.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Gore

SOCIOL L423 (ASAMST L423)
Boston's Asian American Communities
This advanced research seminar examines the dynamics of ethnicity and community change in Asian American communities. Using theories of community development and methods of community research, students analyze Boston's Asian American communities as case studies of complex social systems. The course also looks at current research on immigrant acculturation, ethnic enclave economies, and the community control movement.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

SOCIOL 426
The Black Family
A sociohistorical analysis of the experiences of the black family in the United States from slavery to the present. Emphasis is on the mode of adjustment and adaptation to the forces of domestic colonialism, including slavery, racism, and economic discrimination. The course focuses on stratification in the black community as well as on issues in socialization and personality development.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 431
The Sociology of Religion
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political, and other institutions.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 440
The Sociology of Knowledge and Ignorance
Epistemological sociology: social determinants of the gap between reality and our knowledge of it.
Prerequisites: SOCIOL 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Jacobs

SOCIOL 441
Contemporary Sociological Theory
A concentrated examination of recent developments in the study of human interaction and of the problems of social order and social change. Issues involving the goals of sociology, the ethics of social research, and behavior control are a major focus.
Prerequisite: Senior standing, SOCIOL 341, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Jacobs

SOCIOL 442
The Theory of Social Change
Alternative theories of social change, at the societal and community levels. Classical theories of change, including those of Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 444
Cooperative Education Field Experience in Sociology
Field placements accompanied by a weekly seminar; the application of sociological concepts to field settings.
Prerequisite: 9 credit hours of sociology, at least 3 of which must be directly related to the field placement; junior or senior standing; or permission of the instructor.
3-6 Credits
Ms Disch

SOCIOL 452
Non-experimental Methods in Sociology
Design and analysis of non-experimental research. Includes construction of indices and scales, methods of control in survey research, multivariate analysis of qualitative

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and quantitative data, analysis of causal models, and computer application to sociological data.
Prerequisites: Senior standing, SOCIOL 350 and 351, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Movahedi, Mr Schutt

SOCIOL 460
Internship in Urban Social Service
This course focuses on social causes of human difficulties, the urban context, multicultural issues, treatment options, and ethics. A weekly on-campus seminar is accompanied by 12-15 hours per week in a supervised internship.
Prerequisites: Senior standing, SOCIOL 341 and L351, or permission of instructor.
3 Lect Hrs, 12-15 Fieldwork Hrs, 6 Credits
Ms Disch

SOCIOL L461 (CRMJUS L461)
Internship in Law and Criminal Justice
This course provides an historical and sociological analysis of our state and federal court systems, and considers such issues as the rights of indigent defendants, the bail system, right to counsel, and the adversary nature of some proceedings. In addition to classroom work, students undertake supervised field placements in probation offices, parole boards, district attorneys' offices, and correctional programs.
Prerequisites: SOCIOL 101 and junior or senior standing.
3 Lect Hrs, 15 Fieldwork Hrs, 6 Credits
Ms Hartwell

SOCIOL L462 (CRMJUS L462)
Internship in Law and Juvenile Justice
This course provides an historical and sociological introduction to our juvenile justice system, and considers such issues as children's rights and the role of the family versus the role of various judicial institutions. In addition to classroom work, students undertake supervised field placements in juvenile courts, probation offices, and youth rehabilitation programs.
Prerequisites: SOCIOL 101 and junior standing or permission of instructor.
3 Lect Hrs, 15 Fieldwork Hrs, 6 Credits

SOCIOL 464
Practicum in Corrections
Supervised field placement in a correctional setting; seminar on problems relating to students' field experience and on special issues in correction including prison reform and legislation, legal handling of adult and juvenile offenders, and prison administration and organization.
Prerequisites: SOCIOL 101, SOCIOL 363 and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Garrett

SOCIOL L465 (CRMJUS L465)
The Police in Society
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Willis

SOCIOL L467/667 (CRMJUS L467)
The Sociology of Law
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including non-literate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisites: SOCIOL 101 and 6 credits in sociology; junior, senior or graduate standing.
3 Lect Hrs, 3 Credits
Mr Schutt, Mr Willis

SOCIOL 469
Alcohol/Drug Agency Experience
Supervised field work and internship in a community agency serving alcoholics, including alcoholism prevention and treatment, and alcohol education projects. Assignments, such as detoxification centers, treatment centers, alcohol information services, halfway houses, and others, are made according to student interest and internship availability. Accompanied by a seminar focusing on social services for alcoholic populations, techniques of gathering information, case studies, and field-based issues.
Prerequisite: SOCIOL 368 or permission of instructor.
6 Credits

SOCIOL 470
Senior Seminar in Critical Thinking
This course examines diverse and often conflicting approaches to the study of specific social problems. Such problems may include welfare, crime, domestic violence, alcoholism, and homelessness.
Prerequisites: SOCIOL 341 and SOCIOL L351.
3 Lect Hrs, 3 Credits
Mr Capetillo-Ponce, Ms Disch, Ms Hartwell, Mr Kronish and Staff

SOCIOL 478, 479
Directed Study in Sociology
Students invited by the department to conduct independent research during the senior year. Periodic consultation and guidance provided by the staff.
Prerequisites: SOCIOL 101, senior standing and permission of department.
Hrs by Arrangement, 1-3 Credits

SOCIOL 480
Special Topics
Intensive study of special topics varying each year according to instructor.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

TECHNICAL WRITING (COMPUTER SCIENCE) PROGRAM

Director

Professor Neal Bruss

The Program

Technical writers express scientific concepts and their applications clearly and precisely. The Program in Technical Writing (Computer Science) links the Department of English's offerings in expository writing with courses from the Department of Computer Science and culminates in an internship.

Requirements

Admission

To be eligible for the program, matriculated students must be working toward the BA or BS degree in any department and must submit for evaluation two five-page essays from college courses. Non-matriculated students interested in the program should consult the program director. The level of writing required for the program is "professional" in quality, higher than that required by the CLA/CSM Writing Proficiency Examination.

For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Courses

Students admitted to the program take the following sequence of courses:

ENGL 306 (Advanced Composition) or
ENGL 307 (Writing for the Print Media)

CS 110 (Introduction to Computing)*

CS 210 (Intermediate Computing with Data Structures)

CS 240 (Programming in C)
An elective in communication, English, mathematics, or computer science, to be approved by the program director.
ENGL 476 (Technical Writing Internship)

*Please see the "Computer Science" section of this publication for complete information on prerequisites for this course. In the internship, students work on actual technical writing assignments, and will be supervised in the same manner as are new employees. The internship allows students to adapt their training in writing and computer science to working conditions: the pressures of deadlines, the requirements of clients or supervisors, and above all, the indeterminacies of new and complex information.

Transfer Credit Policy

Two courses can be transferred into the program.

Further Information

Further information about the program is available from the Department of English.

WOMEN'S STUDIES PROGRAM

Faculty

Professor Jean Humez, Director; Associate Professor Weili Ye; Assistant Professor Christina Bobel

The Program

Women's studies is an interdisciplinary academic program offering both the major (30 credits) and the minor (18 credits). The program includes both introductory and intermediate courses for students who have a general interest in understanding how the roles of women are changing in contemporary society, as well as advanced courses designed for students undertaking intensive study in the field. The women's studies curriculum consists of program-based courses (WOST), and selected "department-based" courses in the other programs and departments of the College of Liberal Arts. The program is also open to non-matriculated students. Further information is available from the program office. Some lower division (100- and 200-level) courses in women's studies meet general education distribution requirements.

An interdisciplinary field, inspired by the social movement for women's equality, women's studies consists of research, writing, publishing, and teaching about women's lives and about gender in society. A major goal of the program is to encourage students to develop a critical understanding of the status of women. Through academic advising, internships, and independent studies, the program also provides assistance to students in developing useful skills, educational goals, and career plans.

The program's faculty and students work together to bring the history and perspectives of women of different cultures, color, and backgrounds into the courses; to learn about women's artistic, intellectual, and political accomplishments; and to integrate the new theories about women in society with the actual experience of women in community life.

The Women's Studies Program sponsors extracurricular activities including forums, workshops, and conferences. Students help plan the program's activities and serve on the Women's Studies Advisory Board.

Women's studies students include women and men of different ages from a variety of backgrounds. The program values the diversity of its students and encourages both students and faculty to be critical of social stereotyping of all kinds.

The Curriculum

Introductory Courses

The program offers two introductory-level courses recommended as first courses in women's studies: WOST 100 (Women and Society), and WOST 150 (Women, Culture and Identity). Each provides a good foundation for intermediate and advanced work in women's studies.

Department-Based Women's Studies Courses

Majors in women's studies may count four courses from this list of department-based courses toward completion of the major. Students completing the requirements for a minor may count three. Some courses on this list may not be taught every year.

- AFRSTY 230 (Black Women's History)
- AMST 210 (American Dreams/American Realities)
- AMST L228 (SOCIOL L228) (Asian Women in the United States)
- AMST L350 (AFRSTY L350) (Race, Class, and Gender: Issues in Diversity)
- AMST 393 (The Social History of American Women)
- AMST L372 (ENGL L372) (American Women Writers and American Culture)
- ANTH 360 (Gender, Culture, and Power)
- ART 343 (Issues in Feminist Art History)
- CLSICS 287 (Women in Greek Society and Literature)
- CLSICS 288 (Women of Rome)
- CLSICS 390 (The Heroines of Greek Drama: Problems in Analysis)
- ECON 392 (Women's Economic Roles)
- ECON 394 (Sex-Segregated Labor Markets)
- ENGL G180 (Women Between Cultures)
- ENGL 216 (Writing As Women)
- ENGL 357 (African-American Women Writers)
- ENGL 359 (African Women Writers)
- ENGL 361 (Modern and Contemporary Women Poets)
- ENGL 366 (Women and Men in 19th Century Literature [British])
- ENGL 370 (Gay and Lesbian Literature)
- ITAL G266 (Women in the Renaissance)
- ITAL 273 (The Feminine Presence in Italian Culture)
- PHIL 222 (Moral Issues in Medicine)
- PHIL 230 (Philosophy and Feminism)
- PHIL 308 (Feminist Ethics)
- PHIL 410 (Feminist Legal Theory)
- PHIL 437 (Topics in Feminist Theory)
- PSYCH 236 (The Psychology of Women)
- SOCIOL 316 (Family Violence)
- SOCIOL 382 (The Sociology of Gender)
- SOCIOL 460 (Internship in Urban Social Service)
- SPAN 324 (Women in Spanish Literature)
- THRART 240 (Women in the Theatre)

Requirements and Recommendations

The Major

General Requirements

A major in women's studies consists of a minimum of ten courses (or 30 credits). Five courses (or 15 credits) must be taken at the 300 level or above; six courses (or 18 credits) must be selected from the program-based curriculum (WOST courses). A maximum of 6 credits of independent study may be counted toward the requirements of the major.

Admission and Prerequisites

Students are encouraged to declare a women's studies major in their sophomore or junior year. It is recommended that all majors take one of the two introductory-level core courses, WOST 100 (Women and Society), or WOST 150 (Women, Culture and Identity). In general, students enrolling in 300-level women's studies courses should have junior standing and at least one prior women's studies course (or permission of instructor). For 400-level women's studies courses, students should have senior standing and at least two prior women's studies courses (or permission of the instructor).

Transfer Credit Policy

Transfer students may count up to 9 credits of course work taken elsewhere toward the major. Transfer students should make an appointment with the program director for transfer credit advising.

Multicultural Awareness Requirement

All women's studies majors are required to take at least one of the following courses, which center on the perspectives and experiences of women in non-Western cultures or women of color in Western societies. This requirement is distinct from the CLA and CSM diversity requirement.

- AFRSTY 230 (Black Women's History)
- AMST L228 (SOCIOL L228) (Asian Women in the United States)
- ANTH 360 (Gender, Culture, and Power)
- ENGL 357 (African-American Women Writers)
- ENGL 359 (African Women Writers)
- WOST 225 (Latinas in the US)
- WOST 270 (Native American Women in North America)

Women's Studies Program

- WOST 340 (Women in African Cultures)
- WOST L355 (SOCIOL L355) (Women in Third World Development)
- WOST L359 (EASIAN L359/HIST L359) (Women in Modern China)

*History or Feminist Thought Requirement**

All majors must take one of the following:

- AMST 393 (The Social History of American Women)
- PHIL 308 (Feminist Ethics)
- PHIL 437 (Topics in Feminist Theory)
- WOST L394 (AMST L394) (Women in US Social Movements)
- WOST 400 (Feminist Thought)

Interdisciplinary Research Requirement

All majors must take one of the following:

- WOST L311 (AMST L311) (American Oral History)
- WOST 370 (Research Seminar in Women's Studies) (formerly WOST 440)
- WOST 498 (Honors Research Seminar)

Internship/Field Experience Requirement

All women's studies majors complete a supervised internship in an appropriate agency or organization. Students are urged to take advantage of the program's own internship course, WOST 490/490A, during the spring semester of the junior or senior year. This course provides students with the opportunity to acquire career-related skills and to test their understanding of feminist ideas in community organizations and agencies or other vocational settings.

The Minor

General Requirements

A minor in women's studies consists of a minimum of six courses (or 18 credits). Three of them (or 9 credits) must be taken at the 300-level or above. Of the six courses, three (or 9 credits) must be selected from the program-based curriculum (WOST); others may be selected from the list of department-based courses. A maximum of 6 credits of independent study may be counted toward the requirements of the minor.

Admission and Prerequisites

Students may enroll in the minor at any time during their undergraduate career. It is recommended that all students in the minor begin with introductory or intermediate courses.

Transfer Credit Policy

Transfer students may count up to 9 credits of course work taken elsewhere toward the minor. Transfer students should make an appointment with the program director for transfer credit advising.

Multicultural Awareness Requirement

All women's studies minors are required to take at least one course which centers on the perspectives and experiences of women in non-Western cultures or women of color in Western societies. (See the listing of these courses under requirements for the major.)

*History or Feminist Thought Recommendation**

It is recommended that minors include one of the courses listed above under "History or Feminist Thought Requirement" for the major.

Internship/Field Experience Opportunity

Although it is not required for minors, juniors and seniors in the women's studies minor may earn six credits for an internship in a community organization or agency.

*Students who declare a women's studies major or minor in or after September '04 will select from two new categories: Feminist Thought and Historical Perspectives. Please contact the program office for details.

Honors

To be eligible for honors work, a student must be a women's studies major who has completed at least 18 credits of women's studies course work with a 3.3 or better GPA, and who has an overall GPA of at least 3.0. Applicants for honors apply to the program director. Admission is dependent on the student's finding an appropriate faculty advisor willing to supervise the work. This option serves primarily those who are considering going on to graduate study. Students admitted to do honors work plan to take a two-semester sequence of honors tutorials (WOST 498-499).

WOST 498 consists of intensive directed literature review and research on the student's chosen topic, under the close supervision of a faculty advisor who evaluates the work. In WOST 499, the student completes a substantial honors paper based on the first semester's research, and presents the research results before an honors committee to be appointed by the program director. The committee together with the student's faculty advisor evaluates the honors project. The student receives three credits for each semester of honors work, and each semester's work is graded separately. To qualify for departmental honors, the student must 1) successfully complete both semesters of honors work, 2) complete and present the paper to the committee, and 3) receive an evaluation of high distinction for the project.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "WOST L255 (RUSS L255)," which is cross-listed with the Department of Modern Languages.

Courses

First-year Seminars

Students who complete one of these two first-year seminars may count it toward the women's studies major or minor. (Please note: Only one first-year seminar may be taken for credit.) For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ENGL G180
Women Between Cultures

WOST G120
Women and Men in Families

Intermediate Seminar

WOST G205
Women and Adventure

WOST 100
Women and Society
This interdisciplinary course examines how gender interacts with social institutions such as the family, education, the media, organized religion, law and government, and how that interaction shapes human behavior. Students will learn to address controversial issues raised by the feminist movement, and to relate these to their own lived experiences in meaningful and productive ways.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Bobel

Women's Studies Program

WOST 150
Women, Culture and Identity
Drawing on materials from myth, religion, philosophy, anthropology, feminist analysis, literature, and autobiography, the course investigates cultural beliefs about woman's "nature" and role at different times and places, attempts to explain the origins and persistence of woman's subordination, and women's efforts to define a new identity through political and creative activity.
Distribution I Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

WOST 180
Mini-courses
Mini-courses on a variety of topics are occasionally taught by the staff.

WOST 180a
Women, Work and Stress
An introductory level mini-course, which examines the relationships between women's paid and unpaid work experiences and their well-being. Drawing on material from medicine, psychology, sociology, literature and history, the course critically explores the concepts of stress, stress management, sex roles, work, wellness, and wholeness. Students are encouraged to study and evaluate their own work settings and experiences.
3 Lect Hrs, 2 Credits

WOST 180b
Women and Addiction
This course examines the relationships between women's social roles and status and their experiences with addiction and substance abuse problems. Medical, sociological, psychological and literary materials are reviewed. The social forces that produce "addictions" and the impact of family and community addiction problems upon the lives of women are also discussed, as are approaches to reducing the harmful impact of addictions.
1 Lect Hr, 1 Credit

WOST 200
Twentieth Century Women Writers: A Feminist Perspective
An intermediate-level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. Novels, short stories, some analytical essays and autobiographies are used.
Prerequisite: One women's studies course or permission of instructor.
Distribution I Area: Philosophical and Humanistic Studies.
Distribution II Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

WOST 220
Women and the Media
This course explores how the historical evolution and commercial orientation of mass communications media have helped shape the depiction of women and gender in advertising, entertainment, and news. Students learn to analyze visual imagery for its conceptual and emotional messages; to distinguish stereotypes from more complex characterizations in TV fictions; and to monitor the representations of women and gender in the print and broadcast news.
There is no prerequisite, but WOST 100 or 150 is recommended.
Distribution I Area: The Arts.
3 Lect Hrs, 3 Credits
Staff

WOST 225
Latinas in the United States
This course provides an overview of the experiences of Latina women in the United States, focusing on the three themes of migration, the settlement process, and the question of identity. The course explores the contexts of family, employment, community organizing, and gender roles.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

WOST 240
Educating Women
This course studies the lives and ideas of women in the US who have been educators and activists in struggles for equality in, and transformation of, education. Central themes include how women students learn; education as a means of self-realization and empowerment for women in different ethnic, race, and class contexts; how gender affects experiences in educational institutions.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

WOST L243 (ANTH L243)
Rethinking the Family
This course analyzes the ways in which culture shapes perceptions of family. It explores the increasing medicalization of reproduction and the body, the differentially gendered notions of infertility, and the ways in which race, class, and sexual orientation affect commonly held and frequently subscribed-to beliefs about what constitutes family.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

WOST 250
Women and Aging
An interdisciplinary approach to aging processes in women. The course follows women from mid-life through old age. It examines, from a feminist perspective, the physical, psychological, social, economic, and occupational issues affecting women during the latter part of their lives. There is no prerequisite, but WOST 100 is recommended.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

WOST L255 (RUSS L255)
Women in Russia
The history and culture of Russian women of different classes, backgrounds, and affectional/sexual orientations with emphasis on how their past and present experience differs from women in Europe and America. Topics for reading and discussion include myths of Amazons and mothers; "rule of women;" peasant women; the Woman Question: poetesses, prostitutes, populists, "perverts," working women/women's work; women today. No knowledge of Russian required.
Distribution I Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Burgin

WOST 260
Women's Health Care
This course focuses on women's concerns in relation to health. Topics include health issues unique to women (such as birth control, pregnancy, childbearing); nutrition; occupational health; health and aging; women as health workers; and the history, activities, and influence of the women's health movement.
There is no prerequisite, but WOST 100 is recommended.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

WOST 265
Food and Feminism
An interdisciplinary approach, incorporating material from anthropology, history. literature, psychology, and sociology, to the varied ways women relate to food. One basic assumption of the course is that food has traditionally been a major vehicle for the expression of caring and nurturance within the family and the wider community.
3 Lect Hrs, 3 Credits

Women's Studies Program

WOST 270
Native American Women in North America
This course focuses on the lives of native North American women, in traditional societies and in contemporary life, as revealed through their life histories, the recounting of tribal history, legends and myths, art, and contemporary poetry and fiction. There is no prerequisite, but WOST 100 or 150 is recommended.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: World Cultures.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

WOST 280
Special Topics in Women's Studies (Intermediate)
Selected special topics in women's studies at the intermediate level, taught by program faculty and visiting instructors.
3 Lect Hrs, 3 Credits

WOST 290
The Legal Rights of Women
Beginning with a historical overview, this course examines women's evolving legal status in the US. Discussions focus on women and work, including sexual harassment; reproductive rights; and women in the family, with an emphasis on domestic violence. Participants also consider whether equality is best achieved by treating men and women identically or by taking into account such differences as women's reproductive capacity.
Distribution I Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Ehrlich

WOST 291
Family Law
This course examines how the traditional legal concept of family is rapidly changing in response to new social developments. It considers contemporary debates about no-fault divorce and joint custody, as well as legal developments that challenge settled notions of family (such as the recognition of two-mother families).
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Ehrlich

WOST 292
Family Law Practice
Hands-on learning about court procedure and legal drafting techniques in this course focusing on two areas of Massachusetts family law: divorce law and domestic violence law. In addition to representing a client in a mock divorce and preparing the necessary court papers, students learn about the protections available under the state's abuse prevention act, as well as the required procedures for seeking relief.
Distribution I Area: Philosophical and Humanistic Studies.
Prerequisite: WOST 291 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Ehrlich

WOST L311 (AMST L311)
American Oral History
This course explores oral history interviewing, texts, and films, within the context of efforts to create a fully representative social and cultural history of the US. Students design individual or group oral history projects, to capture the experiences and perspectives of people formerly regarded as "unhistorical"—in particular, women, working class people, immigrants, people of color, and gays and lesbians. (Satisfies the research requirement for women's studies majors.)
Prerequisites: Junior standing; one women's studies or American studies course.
3 Lect Hrs, 3 Credits
Ms Humez

WOST 330
Women and Public Policy
Examination of a number of current United States public policy issues of particular concern to women, including employment discrimination, poverty and welfare, child care, and violence against women. Exploration of how women's organizations (community, trade union, and feminist) have helped shape these public policies in the last 25 years. Consideration of how the factors of race and age discrimination affect the debate on these issues.
Prerequisite: WOST 100 or 150.
3 Lect Hrs, 3 Credits
Staff

WOST 340
Women in African Cultures
This course focuses on the daily lives of women in traditional and contemporary African societies from a feminist perspective. Topics include modes of production and gender; marriage, kinship and family roles; women's roles in national liberation struggles.
Prerequisites: Junior standing, and either WOST 230 or ANTH 355; or permission of instructor.
Diversity Area: International.
3 Lect Hrs, 3 Credits

WOST L341 (ENGL L341)
Women's Image in Film (D)
An in-depth study of women's portrayal in narrative cinema, the course explores ways film as an art form reflects and affects the social, political and cultural construction of Woman. It examines both traditional images of women and the portrayal of women struggling to reassess and redefine their roles and their sense of self. Drawing on current scholarship in film theory, and especially in feminist film theory, the course emphasizes the relation between cinematic technique and narrative content. Please note: Although not required, completion of one course in film before enrolling in this course is recommended.
Prerequisites: One women's studies course at the 100 or 200 level, and ENGL 102 or equivalent.
4-5 Lect Hrs, 3 Credits
Ms Dittmar

WOST L342 (ENGL L342)
Women Film Directors (C)
This course spans eight decades of women's work as film directors. While it largely unfolds chronologically, starting with the silent era and concluding with contemporary films, within this framework it is organized so as to focus on narrative, documentary, and avant-garde films as separate categories. It pays special attention to the ways cinematic form and thematic content come together, at specific historic moments, in women's cinematic rendition of their experience.
There are no prerequisites, but ART 265 or WOST 320 is recommended.
4-5 Lect Hrs, 3 Credits
Ms Dittmar

WOST 350
Beyond Heterosexuality: Approaches to Lesbian, Bisexual, and Transgender Studies
An interdisciplinary approach to lesbian, bisexual and selected aspects of transgender studies. Through readings, visual materials, speakers, and student projects, the course explores problems of theorizing differences and identities; lesbian/bisexual/transgender histories; contemporary issues (homophobia, coming out, relationships, families and communities, law, employment); political and cultural representations, and resistance. Students have an opportunity to propose topics and projects.
Prerequisite: One women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits

Women's Studies Program

WOST L355 (SOCIOL L355)
Women in Third World Development
This course examines the way social change and industrial development in contemporary Third World societies are affecting women. Topics include the changing division of labor in rural areas, the employment of women in multinational corporations, women in the informal sector, women and population policies, changing family structures, poverty and female-headed families, and the impact of foreign and multilateral aid programs. The course also considers the nature of women's organizing for economic self-help and for social and political change.
There are no prerequisites, but junior standing and two women's studies courses are recommended.
Diversity Area: International.
3 Lect Hours, 3 Credits

WOST L356 (RELSTY L356)
Feminist Theology and Spirituality
This course explores feminism and theology as resources for each other. Participants study feminist critiques and revisions of Judaism, Christianity, "syncretistic" Christian-indigenous traditions, and Goddess spirituality. Special attention is given to religious experience of women in dominated cultures (e.g., Third World Women, women of color). Students form semester-long working groups around relevant topics of their own choosing.
Prerequisite: One Study of Religion course or one women's studies course.
3 Lect Hrs, 3 Credits
Ms Sands

WOST L359 (EASIAN L359/HIST L359)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
Prerequisite: One history course and one women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Ye

WOST 360
American Women's Autobiographies
A group of life stories by American women are read and analyzed, both as examples of female self-expression and as sources for studying women's past in America. Through a semester-long research project, students have the opportunity to do original research in American women's history and self-expressive traditions.
Prerequisite: One women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Humez

WOST 370
Research Seminar in Women's Studies
Through readings, guest lectures, discussions, and small-scale projects, students learn to use and to evaluate critically some basic research tools in the humanities and social sciences, as they can be applied to the interdisciplinary study of women and gender. Consideration is given to new research approaches being developed by feminist researchers, as well as to the relationship between research and the political movement for women's rights.
Prerequisites: Junior standing and two women's studies courses; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bobel

WOST 392
Women & Activism
This course is designed 1) to expose students to selected literature from a burgeoning field which describes, theorizes, and prescribes activism by and on behalf of women; and 2) to assist students in applying this knowledge by developing their own critiques of contemporary activist projects and constructing their own direct plan around an issue they identify.
Prerequisite: One women's studies course or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bobel and Staff

WOST L394 (AMST L394)
Women in US Social Movements
A selective survey of the motivations, strategies, experiences, and accomplishments of US women who have been activists in a variety of social movements during the nineteenth and twentieth centuries. Students have the opportunity to do a research project on an activist in any of several movements, including, among others, anti-slavery, birth control, civil rights, gay and lesbian liberation, labor, peace, socialism, suffrage, temperance, and women's liberation.
3 Lect Hrs, 3 Credits
Ms Humez

WOST 400
Feminist Thought
The ideas and writings of prominent and influential contemporary feminist thinkers are analyzed. Specific topics areas vary from semester to semester. The course is taught as an upper level seminar for majors and minors.
Prerequisites: Junior standing; at least three women's studies courses.
3 Lect Hrs, 3 Credits
Ms Bobel and Staff

WOST 420
Feminist Therapy
After a brief examination of traditional (psychoanalytic) and humanistic (counseling) views of emotional health in women, students explore in-depth treatments and clinical applications of feminist therapy that emphasize helping a woman realize how her own power as an individual is inextricably bound to the collective power of women as a group. This course is strongly recommended for majors planning an internship in a counseling or therapeutic setting. Prior completion of PSYCH 236 is recommended though not required.
Prerequisites: Junior standing; two women's studies courses or equivalent.
3 Lect Hrs, 3 Credits

WOST 478
Independent Study
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

WOST 479
Independent Study
See WOST 478.

Women's Studies Program

WOST 480
Special Topics
(Advanced)
Selected topics in women's studies, taught by staff or visiting lecturers.
Prerequisites: Junior standing and one women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits

WOST 490
Internship in Women's Studies
A seminar which must be taken concurrently with WOST 490a. Internship students apply their theoretical understandings in women's studies to practical experiences in supervised volunteer work. Topics include theoretical issues relevant to placements in a human service agency or social change organization; evaluation of basic skills learned in field work; and career development exercises. An oral presentation and two papers are required. Topics are integrated with discussions of students' on-site work.
Corequisite: WOST 490a.
Prerequisites: Junior standing, two women's studies courses, and permission of instructor.
3 Lect Hrs, 3 Credits
Staff

WOST 490a
Field Placement
For eight to fifteen hours each week, students participate, usually on a volunteer basis, in a supervised field placement with a women's organization, alternative institution, or an agency offering services to women and the family. Students must secure their placement one month prior to the beginning of the semester in which they plan to enroll in the course. Graded on a pass/fail basis. Open to a maximum of 12 students each semester.
Corequisite: WOST 490.
Prerequisites: Junior standing, two women's studies courses, and permission of instructor.
Hrs by arrangement, 3 Credits

WOST 498
Honors Research Tutorial
An intensive exploration of a selected research topic under the supervision of a faculty advisor. The tutorial includes a literature review and a survey of appropriate theory and research methods relevant for exploring the topic. Applicants for the honors tutorial should consult the program director.
Prerequisite: Admission to Honors in Women's Studies.
Hrs by arrangement, 3 Credits

WOST 499
Honors Paper Tutorial
A continuation of WOST 498. The honors student works on writing the honors paper under the supervision of a faculty advisor. The student receives a grade for each semester of work, but honors in women's studies will be awarded only to those who have written and presented an extended honors paper of high distinction (as evaluated by the honors committee). WOST 499 is open to students who have successfully completed WOST 498.
Prerequisite: Admission to Honors in Women's Studies.
Hrs by arrangement, 3 Credits

The College of Science and Mathematics

COLLEGE OF SCIENCE AND MATHEMATICS

ADMINISTRATIVE OFFICERS

Kenneth P Sebens, PhD Dean

Richard Eckhouse, PhD Associate Dean

CSM: A Dynamic Mix of Research and Teaching

The College of Science and Mathematics at UMass Boston is strongly committed to the integration of research and teaching in its programs. The education of both our undergraduate and our graduate students is enriched by opportunities to participate in independent research in productive and exciting research laboratories. The curriculum for our majors is lab-based, and non-science majors taking their general education science courses actively learn science through hands-on experiences.

Our research and instructional programs are designed to address the human and economic needs of the people of Massachusetts, and we bring a multidisciplinary approach to our responsibilities. As a natural result of our location between the City of Boston and Boston Harbor, we have developed major research expertise in the environmental sciences, which focuses on coastal environmental sciences, conservation biology, green chemistry, environmental informatics and molecular environmental sciences. We also maintain a strong core faculty in geographic information systems (GIS) and database mining as well as molecular biology, biotechnology, photonics, optics, and software engineering. The research programs integrate natural science and policy and the students incorporate both of these areas into their courses of study.

We seek to be responsive to needs in upcoming interdisciplinary and focused fields where there is potential for growth. Both the biochemistry major and the undergraduate environmental studies program continue to grow. Our programs in computer science are also growing, both in the number of students served and in our collaborations with industry. We are currently seeking to extend our impact on the computer field by developing a program in computer engineering.

This is an exciting place to be. We have young and enthusiastic faculty who are working with seasoned veterans. They share a dedication to research and teaching, a combination that is central to our mission, an integral component of science education reform, and a source of pride.

CSM Undergraduate Academic Offerings

For a complete discussion of the CSM undergraduate program and academic requirements, see the section of this publication titled "CLA and CSM: Overview and Graduation Requirements."

Students have four different ways to focus their studies on academic areas that interest them. Undergraduate offerings are grouped into academic majors, minors, programs of study, and certificate programs. Some of these are housed in departments, while others are free-standing academic units. Majors may also be grouped together within one department (for example, the Biology Department), and some majors are offered by one or more departments (for example, biochemistry). Programs of study and certificate programs are open to both matriculated and non-degree students.

Academic Majors

An academic major provides an opportunity for in-depth study in a specific discipline, or in a combination of two disciplines. A major consists of at least ten courses.

Biochemistry (BS)
Biology (BS)*
Biology and Medical Technology (BS)
Chemistry (BS or BA)*
Computer Science (BS or BA)
Earth and Geographic Sciences (BS or BA)*
Engineering**
Engineering Physics (BS)
Individual Major Option (BS or BA)
Mathematics (BS or BA)*
Physics (BA or BS)*

*Students in the college may minor in these disciplines, and also in art history, dance, and management. An academic minor is a sequence of at least six courses in a field for which there is a major. At least a third of the courses in the minor are advanced. Minors are optional.

**Joint programs with UMass Lowell and other institutions.

*Certificate Programs and Programs of Study**

Programs of study are groupings of courses that offer significant exposure to a field of academic, often interdisciplinary study. Certificate programs are groupings of courses that relate to a specific set of professional skills.

Biobehavioral Studies
Biology of Human Populations
Computer Science
Environmental Studies
Geographic Information Technologies
Hydrogeology
Pre-Medical Studies and Health-Related Careers
Science, Technology, and Values
Technical Writing
*Open to non-degree students.

Special Course Grouping

Interdisciplinary Studies

College of Science and Mathematics

A Sample of Special CSM Programs and Initiatives

There are many opportunities for students to combine academic with career or applied interests in the College of Science and Mathematics. We present here a few programs and majors that make this connection. For a discussion of other programs available to CSM students, see the "Special Curricula and Programs of Study" section on page 75.

Engineering Program

For students wishing to major in this field, the CSM Engineering Program offers several options that make it possible for them to live and work in the Boston area while completing either two or three years of the course work required for the bachelor's degree in engineering. The program has been developed in cooperation with UMass Amherst, UMass Lowell and UMass Dartmouth, and UMass Boston has articulation agreements with these campuses as well as with many private institutions in the area. Students admitted to the program who successfully complete the first two years are guaranteed admission to the School of Engineering at UMass Amherst and the Engineering School at Northeastern University to complete a degree in civil, electrical, industrial, or mechanical engineering.

For students wishing to study electrical engineering, there are several additional choices. First, they may enroll in a collaborative degree program with UMass Lowell in which they complete three years of study at the Boston campus, spend the senior year at the Lowell campus, and receive the BS in electrical engineering from UMass Lowell. This curriculum includes a computing concentration component or a computing foundation component in addition to the standard electrical engineering sequence.

Alternatively students may choose to take selected third-year electrical engineering courses at UMass Boston, offered through distance learning technology in collaboration with UMass Amherst, UMass Lowell and UMass Dartmouth, before transferring to another campus in the UMass system.

Finally, transfer agreements with local private institutions have been established through which electrical engineering majors who complete the two-year program at UMass Boston may transfer to Boston University, Northeastern University, Tufts University, or the Wentworth Institute of Technology.

Engineering students who wish to complete their education at UMass Boston may pursue a degree in engineering physics. This discipline, a branch of applied science that emphasizes both engineering and physics, is a challenging general alternative to the more specialized undergraduate engineering curriculum. For complete information, see the "Engineering Physics" section of this publication.

Massachusetts Bay Marine Studies Consortium

The "Interdisciplinary Courses" section of this publication describes several offerings sponsored by the Massachusetts Bay Marine Studies Consortium. The University of Massachusetts Boston is one of the founding members of this consortium, an association of nineteen greater Boston educational institutions and organizations. The Consortium was formed by educators committed to the encouragement of active, informed, and responsible public decision making. It promotes cooperation among the area's academic institutions; sponsors fully accredited interdisciplinary courses that focus academic expertise on real world problems, and facilitates contact among those researching various aspects of marine studies. The Consortium also sponsors publications, meetings and public symposia.

Environmental Studies

The College offers an undergraduate program of study in environmental studies, which students may take in addition to their regular major. Participants can select either a scientific- or a policy-oriented track. The program stresses cross-disciplinary foundation courses, case-oriented seminars, and participation in an internship program. It prepares students for careers in the expanding field of environmental professions and for further environmental study at the graduate level. Information is available from the office of the Dean of the College of Science and Mathematics.

BIOBEHAVIORAL STUDIES PROGRAM

Directors

Associate Professor Jeremy Hatch

The Program

Students interested in animal behavior who are majoring in anthropology, biology, or psychology may choose to participate in the Biobehavioral Studies Program as a specialized addition to their regular major.

The goal of the Biobehavioral Studies Program is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans. Students in the program complete a major in one of the three departments associated with the program, and in addition take a group of appropriate courses in each of the other two departments. Interested students are urged to consult with one of the program's directors.

Requirements and Recommendations

Students entering the program are advised to take introductory courses in all three departments. In order to insure that the program is recorded on their transcripts, students should complete the appropriate form, available from any of the program's directors, and file a card with the Registrar.

The program's requirements are intended to introduce students to the study of animal behavior, and to provide both breadth and depth, through courses in both a major field and in related areas.

Students in the program must complete a major in anthropology, biology, or psychology. Each of these three departments offers courses that are simultaneously applicable to the departmental major requirements and to those of the Biobehavioral Studies Program. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Approved Courses

A. First Courses in Animal Behavior
- ANTH 210 (Biosocial Bases of Human Behavior)
- PSYCH 365 (Evolution and Behavior)

B. Associated Fields
- BIOL 290 (Biology of Populations)
- BIOL 316 (Neurobiology)
- BIOL 317 (Endocrinology)
- BIOL 342 (Ecology)
- BIOL 344 (Ornithology)
- BIOL 352 (Evolution)
- PSYCH 250 (Learning and Memory)
- PSYCH 260 (Behavioral Neuroscience)
- PSYCH 360 (Neuropsychology)
- PSYCH 363 (Substance Abuse & the Brain)

C. Advanced Courses in Animal Behavior
- ANTH 310 (Primate Behavior)
- BIOL 348 (Animal Behavior)
- BIOL 349 (Methods in Ethology)
- BIOL 691 (Advanced Ethology)
- PSYCH 365 (Evolution and Behavior)
- PSYCH 366 (Hormones and Behavior)
- PSYCH 465 (Psychobiology of Development)

Transfer Credit Policy

At least three of the five program-approved courses from the departments outside the major department must be taken at UMass Boston. Transfer courses must be approved in writing by one of the program's directors.

BIOCHEMISTRY MAJOR

The Major

The biochemistry major at UMass Boston is jointly administered by the Departments of Chemistry and Biology. The curriculum generally follows the recommendations of the American Society of Biochemistry and Molecular Biology (ASBMB). This is a rigorous and well-rounded program designed to accommodate the needs of a broad spectrum of students seeking a terminal or non-terminal bachelor of science degree in biochemistry.

Requirements

This joint major requires a minimum of 55 credits in biochemistry, chemistry, and biology, including

- BIOL 111-112 (General Biology I and II)
- BIOL 212 (Cell Biology lecture)
- BIOL 254 (Genetics lecture)
- BIOL 372 (Molecular Biology lecture)
- CHEM 103-104 (Principles of Chemistry I and II)
- CHEM 253-254 (Organic Chemistry I and II)
- CHEM 311-313 (Analytical Chemistry, and Analytical Chemistry lab)
- CHEM 312 (Physical Chemistry lecture)
- BIOCHM 383-385 (Biochemistry I and II)
- BIOCHM 384-386 (Biochemistry Laboratory I and II)

In addition, biochemistry majors must complete two semesters of calculus (MATH 140-141) and two semesters of calculus-level physics with laboratory (PHYS 113-114; PHYS 181-182).

The major in biochemistry will accept CLEP/AP credit for General Chemistry I and II (CHEM 103-104) and for General Biology I and II (BIOL 111-112). See the Biology and Chemistry departmental listings for more information.

Recommended for Research Experience

- BIOCHM 491-492 (Directed Research I and II)

Students may alternatively/also enroll for research experience in:

- BIOL 478-479 (Independent Study I and II) or
- CHEM 481-482 (Advanced Laboratory I and II) or
- CHEM 491-492 (Senior Thesis I and II)

Recommended for Instrumentation Erudition

- CS 110 (Introduction to Computing) and/or
- CHEM 408 (Chemical Computation) and/or
- BIOL 608 (Biophysical Instrumentation)
- BIOL 664 (Computer Analysis of DNA and Protein Structure)

Also available to qualified students:

- CHEM 361 (Analytical Instrumentation)
- BIOCHM 471-472 (Readings in Biochemistry I and II)
- BIOL/CHEM L680 (Physical Biochemistry)

Recommended Course Sequence

Year 1

- BIOL 111-112
- CHEM 103-104
- MATH 140
- ENGL 101-102

Year 2

- CHEM 253-254
- PHYSIC 113-114
- PHYSIC 181-182
- BIOL 212
- BIOL 254
- MATH 141
- Core courses

Year 3

- BIOCHM 383-384
- BIOCHM 385-386
- CHEM 311 and 313 (Fall)
- CHEM 312 (Spring)
- Distribution courses

Year 4

- BIOL 372 (Spring)
- Independent Study or Advanced Laboratory, electives.

Double Major/Minor Policy

Students majoring in biochemistry may have a second major or a minor in any other department or program with the exception of the Biology and Chemistry Departments.

Honors

To graduate with honors in biochemistry, students must fulfill the following requirements:

- A cumulative average of 3.0 or higher.
- A cumulative average of 3.3 or higher in the major (this includes all required biology, chemistry and biochemistry courses).
- Satisfactory completion of an independent research project that the Biochemistry Steering Committee deems worthy of honors recognition.

Grade Point Average

To graduate with the major in biochemistry, students must have a final grade point average of 2.0 in all biochemistry, chemistry, and biology courses.

Transfer Policies

For institutions and/or courses not listed in the University Course Equivalence Guide, the approval of one of the directors of the Biochemistry Major is required. A minimum of 15 credit hours of biology, chemistry, and/or biochemistry (which must include both semesters of biochemistry lecture and laboratory) must be taken at UMass Boston. These courses must be at the 300 level or above and must be chosen from among the courses required for the degree.

Pass/Fail Option

One mathematics or physics course required for the major may be taken on a pass/fail basis. No courses in biochemistry, biology, or chemistry required for the major may be taken on a pass/fail basis.

Courses

BIOCHM 383
Biochemistry I
In the first of a two-semester sequence, the chemistry of life processes is discussed in terms of structure and biological function of proteins, nucleic acids, carbohydrates, lipids, and other cellular components. Special emphasis is given to protein structure and function, enzymology, carbohydrate metabolism, transport mechanisms, energy transformations, and photosynthesis. It is recommended that BIOCHM 385 be taken concurrently.
Prerequisites: CHEM 254 and BIOL 111, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Hagar, Mr Sugumaran, Mr Warner, Mr Pitcher

Biochemistry Major

BIOCHM 384
Biochemistry II
In the second of a two-semester sequence, discussion of cellular function is continued. The topics are biochemistry and synthesis of nucleic acids and proteins, structural motifs in protein folding, metabolism of lipids and amino acids, nitrogen fixation, molecular immunology, hormones, ion channels, neurochemistry, biological applications of nuclear resonance and biochemical evolution.
Prerequisites: BIOL 210/212 and 383, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Hagar, Mr Sugumaran, Mr Warner, Mr Pitcher

BIOCHM 385
Biochemistry Lab I
Laboratory course to complement BIOCHM 383. Experiments involving titration, purification and analysis of biological molecules. Provides training in such techniques as chromatography, electrophoresis, and enzymekinetics.
Prerequisite: CHEM 254.
Corequisite: BIOCHM 383 or permission of instructor.
1 Lect Hr, 5 Lab Hrs, 3 Credits
Mr Hagar, Mr Sugumaran, Mr Warner, Mr Pitcher

BIOCHM 386
Biochemistry Lab II
Laboratory course to complement BIOCHM 384. Experiments involving high performance liquid chromatography, circular dichroism, optical rotary dispersion, nuclear magnetic resonance, photosynthesis and analysis of proteins, lipids, and carbohydrates.
Prerequisite: BIOCHM 385.
Corequisites: BIOCHM 384 or permission of instructor.
1 Lect Hrs, 5 Lab Hrs, 3 Credits
Mr Hagar, Mr Sugumaran, Mr Warner, Mr Pitcher

BIOCHM 398
Special Topics in Biochemistry
A course designed to examine a specialized topic of biochemical sciences that is not part of the curriculum of biochemistry, biology, or chemistry, or to examine in detail a topic that constitutes only a minor portion of the curriculum in a biochemistry, biology, or chemistry course.
Prerequisite: Permission of the instructor.
1-3 credits
Mr Ackerman, Mr Warner, Mr Hagar, Mr Sugumaran, Mr Pitcher

BIOCHM 471-472
Readings in Biochemistry I and II
Topics vary depending on instructor. Contact the Chemistry Department or Biology Department for specific topics each semester.
Prerequisite: Permission of instructor.
1-3 Credits

BIOCHM 491-492
Directed Research in Biochemistry I and II
An opportunity for qualified, advanced students to work on a specialized research project under the guidance of a faculty advisor.
Prerequisite: Second-semester junior standing and permission of instructor.
1- 6 Credits

DEPARTMENT OF BIOLOGY

Faculty

Michael Shiaris, Professor and Chairman; Professors Kamaljit Bawa (Distinguished Professor), Ruth Bennett (Emerita), Kenneth Campbell, Ron Etter, Robert Guimond, Lawrence Kaplan (Emeritus), Rick Kesseli, Christine Armett-Kibel, Kenneth Kleene, Fuad Safwat (Emeritus), Manickam Sugumaran, Richard White (Emeritus), Garrison Wilkes; Associate Professors Steven Ackerman, Greg Beck, Solange Brault, John Ebersole, William Hagar, Jeremy Hatch, Rachel Skvirsky, Robert Stevenson; Assistant Professors Adán Colón-Carmona, Joseph Gindhart, Linda Huang, Alexia Pollack, Ying Tan, Brian White

The Department

The discipline of biology is enormously diverse. A few of the many fields it encompasses are animal behavior, botany, cell biology, ecology, evolutionary biology, genetics, microbiology, molecular biology, and physiology. UMass Boston's Biology Department reflects the diversity of the discipline, not only in its faculty, but also in its students and its curriculum. Biology majors have a wide range of interests and aims. Some may have specific professional goals in mind (medical or environmental, for example); others may choose biology as a non-professional arts and sciences major. The diversity and depth of the department's course offerings support either approach to the study of living systems. Further information about the department can be found at its website: http://www.bio.umb.edu.

The Biology Major

Requirements

Requirements for the biology major include at least 61 credits in biology and related science and mathematics courses. Since the prerequisites are significant, appropriate planning is important (see the note on timing below). Additional advisory information is available in the booklet Biology at UMB, which is available in the department office (W-3-021), and biology majors can subscribe to the department list server at biomajors-subscribe@mail.bio.umb.edu.

Requirements are in two parts:

A. The biology "core" of required introductory and intermediate courses: 19 credits in biology and 22 credits in mathematics, physics and chemistry.
   - BIOL 111-112 (General Biology I and II)
   - CHEM 103-104 (Chemical Principles I and II)
   - Mathematics through at least one semester of calculus (MATH 135 or MATH 140).
   - PHYSIC 107-108 (College Physics I and II), or PHYSIC 113-114 (Fundamentals of Physics I and II)
   - PHYSIC 181-182 (Introductory Physics Laboratory I and II)
   - BIOL 210 (Cell Biology)
   - BIOL 252 (Genetics)
   - BIOL 290 (Population Biology)

Note on timing: Prospective majors are strongly advised to start their major courses as early as possible. In the first year they should take BIOL 111-112, CHEM 103-104, and especially mathematics: for BIOL 210 and 252 the math placement exam with a score placing into MATH 115 or above is a prerequisite.

In the second year: at least BIOL 210 and BIOL 252, which is a prerequisite for BIOL 290. Accordingly, students planning to take courses in evolutionary biology for which BIOL 290 is a prerequisite (BIOL 342, 348, 352, for example) should take BIOL 252 at the first opportunity, usually in the fall term, since BIOL 290 is currently offered only in the spring term. CHEM 253-254 (Organic Chemistry) is a pre/corequisite for courses in biochemistry and molecular biology and should be taken in the second year by students with those interests.

B. Additional requirements (advanced courses): Biology majors must complete 20 credit hours of biology courses at the 300 level or higher, including a minimum of 4 credit hours in the laboratory. Up to eight of these required 20 credits may be taken in other departments, either (a) Chemistry 253-254 (Organic Chemistry I and II), or (b) with approval of the departmental chairperson, courses taken to complete the requirements of the Biobehavioral Studies Program. BIOCHM 383, 384, 385, or 386 may also be used to complete this requirement. The following courses may not be counted toward this requirement: BIOL 381, 478-479, 672-673.

Grade Point Average

To graduate with a major in biology, students must maintain a final grade point average of 2.0 in biology courses above the level of BIOL 111-112 that are used to meet biology major requirements.

Students fulfilling the above requirements will receive the bachelor of science degree. The major requirements that apply are those in effect at the date of each student's matriculation. Requirements for the biology major changed in the fall of 1988 and again in the spring of 1995; the earlier versions can be consulted in the Biology Department office or in University catalogs for the appropriate year.

Exemptions (AP and CLEP)

Students who have taken the Advanced Placement Examination in Biology and have scored "3" will be exempted from taking general biology at UMass Boston.

Students who score "4" or higher on the Advanced Placement Examination will be exempted from taking general biology at UMass Boston and will be granted four elective credits towards graduation.

CLEP: The Biology Department accepts a score of 50 and above on the CLEP exam. Students who meet this requirement will be exempted from General Biology I and II (BIOL 111-112) and will receive six credits.

The Biology Minor

Requirements for the biology minor include BIOL 111 and 112; and four additional biology courses (at least 12 credits), with or without associated lab. Of these courses, two must be at the 200 level and two at the 300 level. At least three of the six required courses (including one course at the 300 level) must be taken at UMass Boston. The GPA for all courses taken to meet the biology minor requirement must be at least 2.0.

The Biotechnology Track

Biotechnology utilizes molecular and cellular biological processes to make commercial products in a wide range of fields, from agriculture, health care, and organic chemistry, to environmental remediation. The biotechnology track within the biology major is designed primarily for students who wish to major in biology as a means to careers in research and development at biotechnology companies. This track also provides training for work in university or medical research laboratories, or for graduate school in biochemistry, molecular biology, or cell biology. Students in the biotechnology track must complete the biology major core of basic science courses at the introductory and intermediate levels. In addition, those in the biotechnology track must complete Organic Chemistry I and II. Advanced work focuses on techniques and areas of biology that are important in the biotechnology industry. All required biology and chemistry courses must be taken with a laboratory.

Department of Biology

Required Courses

Basic Science Core (Introductory and Intermediate Courses):

- BIOL 111-112 (General Biology I and II)
- CHEM 103-104 (Chemical Principles I and II)
- Mathematics through at least one semester of calculus (MATH 135 or MATH 140)
- PHYSIC 107-108 (College Physics I and II), or PHYSIC 113-114 (Fundamentals of Physics I and II)
- PHYSIC 181-182 (Introductory Physics Laboratory I and II)
- BIOL 210 (Cell Biology)
- BIOL 252 (Genetics)
- BIOL 290 (Population Biology)
- CHEM 253-254 (Organic Chemistry I and II)

Advanced Courses:

- BIOL 334 (Microbiology)
- BIOL 360 (Bioinformatics)
- BIOL 378 (Introduction to Immunology)
- BIOCHM 383 (Biochemistry I)
- BIOCHM 385 (Biochemistry Lab I)
- BIOL 372 (Molecular Biology)

Honors

To graduate with honors in biology, it is necessary to complete satisfactorily a program of at least 3 credits in independent study in biology (BIOL 478, 479). The biology faculty will confer departmental honors upon students who have

- maintained a cumulative average of 3.0 or higher.
- obtained satisfactory grades in their advanced biology courses (generally interpreted as a 3.0 average for all biology courses numbered 200 or above).
- written a thesis and given an oral presentation of their independent study project which, in the view of the biology faculty, merits the awarding of honors. Thesis presentations are scheduled near the end of each semester.

Pass/Fail Option

Not more than one course among the biology major requirements (including those in other departments) shall be taken on a pass/fail basis.

Transfer Credit Policy

In meeting requirements for graduation with a degree in biology, a transfer student must have completed at least 12 credit hours, including a minimum of 2 credit hours (6 class hours) in laboratory work, with the Biology Department at UMass Boston (or the equivalent at UMass Amherst). These biology courses will be at the 300 level or above unless approval is obtained for lower-level courses from the department chair. Please note: The following courses may not be counted toward this requirement: BIOL 381, 444, 478-479, 672-673, and the 32 credits of clinical training in the biology and medical technology major.

The Biochemistry Major

This major is jointly administered by the Departments of Chemistry and Biology. For further information, see the "Biochemistry Major" section of this publication.

Biology Courses

BIOL 101
The Basis of Life
The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things. No background in the natural sciences is required.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

BIOL 102
Evolutionary Biology
Designed for students in the social sciences and humanities. Those areas of genetics, ecology, and evolution that form a unified approach to the study of organisms and populations. No background in the natural sciences is required.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits

BIOL 103
Biology of Human Disease
This course uses human disease as a vehicle to study biology in a context that is relevant to students' lives. We will focus specifically on cancer, AIDS, and sickle-cell anemia. These diseases will be used to illustrate concepts in genetics and cell and molecular biology. The course will provide experience in scientific problem solving and in evaluation of scientific evidence, so that students develop an appreciation of how science works. Students will also examine ethical and social policy issues associated with these diseases.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Ms Skvirsky

BIOL 104
Human Biology
A one-semester course designed for those who do not intend to major in biology. Topics are drawn from among the following: reproduction and development; human evolution and diversity; disease, and genetics. No background in the natural sciences is required.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

BIOL 105
Economic Botany
The origin, botanical relationships, domestication and history of plants useful to humans and of economic importance, emphasizing our dependence on cultivated plants, how plants have influenced diverse cultures over time, and our influence on the vegetation of the world. No background in the natural sciences is required.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Wilkes

BIOL 107
Extinction
An introductory survey for non-majors of the causes and implications of extinction in biological systems, at the level of the allele, the population, and the ecosystem. One field trip may be required.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Wilkes

BIOL 108
Introduction to Nutrition
Introduction to the elements of nutrition with emphasis on nutrition for humans; examination of food stuffs and nutritional quality, physiology of food utilization, food quality regulations, and the global ecology of food production. No background in the natural sciences is required.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Wilkes

Department of Biology

BIOL 109
Coastal Ecology
Investigations of the natural history and community dynamics of salt marshes, sea grass beds, mudflats, and beaches. Field and laboratory exercises on the adaptations and interactions of marine organisms are emphasized. Meets every weekday during five weeks of the summer at the University's field station on Nantucket.
Prerequisite: Permission of instructor.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
40 Hrs Wk, 5 Credits

BIOL 111
General Biology I
An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr B White

BIOL 112
General Biology II
An integrated course stressing the principles of biology. Life processes are examined primarily at the organismal and population levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Prerequisite: BIOL 111.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr B White

BIOL 207
Anatomy and Physiology I
A study of the human organism, correlating structure and physiological mechanisms. Emphasis on skin, the special senses, and the skeletal, articular, muscular, nervous, and endocrine systems. Required of nursing and human performance and fitness majors.
Prerequisite: BIOL 111 or equivalent.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Guimond

BIOL 208
Anatomy and Physiology II
Continuation of BIOL 207. Emphasis on the digestive, circulatory, respiratory, excretory, and reproductive systems. Required of nursing and human performance and fitness majors.
Prerequisite: BIOL 207.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Guimond

BIOL 209
Medical Microbiology
An introduction to viruses, bacteria, fungi, and protozoa which may be pathogenic to humans and animals; and to immunology, epidemiology, and clinical microbiology. The laboratory introduces sterile techniques, maintenance of pure cultures, isolation, identification, and immunological methods. For nursing majors. Biology majors should take BIOL 334 for microbiology.
Prerequisites: BIOL 111; CHEM 103-104, or CHEM 107-108, or equivalent.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 credits

BIOL 210
Cell Biology
A study of structure and function of cells including physiological and biochemical processes of cells, membranes, subcellular organelles, and of specialized cells. Specific topics include synthesis and mode of action of biological macromolecules, flow of information and energy, mode of enzyme action, cell-to-cell communication, and membrane functions such as transport. Note: Students (non-biology majors) who do not wish to take the laboratory portion of this course should register for BIOL 212. No student may take this course after successful completion of BIOL 212.
Prerequisites: BIOL 111-112, CHEM 103, Placement into MATH 110 or higher on Math Placement Test.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Gindhart, Ms Huang

BIOL 212
Cell Biology (Lecture)
The description of this course is the same as BIOL 210; this course consists of lecture sections only; there is no laboratory. Biology majors should take BIOL 210. No student may take this course after successful completion of BIOL 210.
Prerequisites: See BIOL 210.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr R White, Mr Gindhart

BIOL 252
Genetics
The basic principles of heredity, studied through an integrated presentation of molecular and classical (Mendelian) genetics. Topics include the nature of the hereditary material, structure of chromosomes, and patterns of inheritance. Note: Students (non-biology majors) who do not wish to take the laboratory portion of this course should register for BIOL 254. (No student may take this course after successful completion of BIOL 254.)
Prerequisites: BIOL 111-112; CHEM 103; placement into MATH 115 or higher on Math Placement Test.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Kesseli, Ms Skvirsky

BIOL 254
Genetics (Lecture)
The description of this course is the same as BIOL 252; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 252.)
Prerequisites: Same as for BIOL 252.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Kesseli, Ms Skvirsky

BIOL 290
Population Biology
This course examines evolution, and the growth of populations, developing principles and applying them to such issues as interaction among species, social behavior, presentation of genetic variation in domestic species, ecology of human pathogens, control of insect pests, and the organization of ecosystems. The course includes two field trips.
Prerequisites: BIOL 252 or 254, and MATH 115.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Ms Brault

Advanced Courses

Note: BIOCHM 383, 384, 385, and 386 can also be counted as advanced biology courses meeting the biology major requirements. See the "Biochemistry" section of this publication for course descriptions.

BIOL 302
Histology
A survey of the structure and organization of tissues and organ systems, primarily of mammals. Cellular physiology is considered as it relates to structure, ultrastructure, and staining characteristics.
Prerequisite: BIOL 210.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Department of Biology

BIOL 312
Developmental Biology and Embryology
This course analyzes the development of multicellular animals and plants, by examining major developmental processes: growth, gene expression, cell interaction, morphogenesis, and pattern regulation. Lectures use experimental evidence to explore the commonality of mechanisms in differing organisms. Basic labs provide experience with materials and methods, and help clarify changing three-dimensional relationships. Additional labs investigate vertebrate embryology in greater detail. Note: Students wishing to take this course with fewer lab hours for fewer credits should enroll in BIOL 313. (No student may take this course after successful completion of BIOL 313.)
Prerequisites: BIOL 210 and 252; CHEM 103.
3 Lect Hrs, 6 Lab Hrs, 5 Credits

BIOL 313
Developmental Biology and Embryology (Lecture)
The description of this course is the same as BIOL 312; BIOL 313 has fewer lab hours. Students wishing to take this course with additional lab hours for more credits should enroll in BIOL 312. (No student may take this course after successful completion of BIOL 312.)
Prerequisites: BIOL 210 and 252; CHEM 103.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

BIOL 316
Neurobiology
Examination of the nervous system, beginning at the membrane and cellular level and then moving on to the organization of sensory and motor systems. Special topics include the biological basis of various neurological and psychiatric diseases. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 318. (No student may take this course after successful completion of BIOL 318.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Pollack

BIOL 317
Endocrinology
The study of hormone physiology and biochemistry in the context of organismal regulation and coordination. Includes hormone chemistry, control and regulation of hormone production, and the cellular and biochemical nature of hormone action. Emphasis on mammalian systems and on laboratory and clinical investigations of the endocrine system. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 319. (No student may take this course after successful completion of BIOL 319.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Campbell

BIOL 318
Neurobiology (Lecture)
The description of this course is the same as BIOL 316; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 316.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Pollack

BIOL 319
Endocrinology (Lecture)
The description of this course is the same as BIOL 317; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 317.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Campbell

BIOL 320
Vascular Plants
The anatomy, morphology, and evolution of the major groups of vascular plants. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 322. (No student may take this course after successful completion of BIOL 322.)
Prerequisite: BIOL 210 or 212.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

BIOL 321
Plant Physiology
A study of plant function with emphasis on nutrition, translocation, metabolism, signal transduction and gene expression, photosynthesis and respiration, hormonal controls during vegetative and reproductive growth, and responses to environmental signals and stresses. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 323. (No student may take this course after successful completion of BIOL 323.)
Prerequisites: BIOL 210, CHEM 104, MATH 115.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Colón-Carmona

BIOL 322
Vascular Plants (Lecture)
The description of this course is the same as BIOL 320; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 320.)
Prerequisite: BIOL 210 or 212.
3 Lect Hrs, 3 Credits

BIOL 323
Plant Physiology (Lecture)
The description of this course is the same as BIOL 321; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 321.)
Prerequisites: Same as for BIOL 321.
3 Lect Hrs, 3 Credits
Mr Colón-Carmona

BIOL 328
Plant Life
An advanced survey of plant diversity, the major groups, their organization and reproduction, the elements of taxonomy and economic botany of vascular plants, and the major issues of conservation biology. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 329. (No student may take this course after successful completion of BIOL 329.)
Prerequisites: BIOL 210 and 252, or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 2-3 Field Trips, 4 Credits
Mr Wilkes

BIOL 329
Plant Life (Lecture)
The description of this course is the same as BIOL 328; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 328.)
Prerequisites: BIOL 210 and 252, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Wilkes

BIOL 330
Biology of Fishes
The evolution, ecology, genetics, taxonomy, and structure of fish. Biological problems of general interest are emphasized, such as breeding systems, genetics of sex determination, evolution by means of chromosome duplication, environmental physiology, and migration.
Prerequisites: BIOL 210 and 252, or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Biology

BIOL 331
Biology of Marine Invertebrates
Essential background for those planning to concentrate in organismic biology, evolution, ecology, or applied environmental science. The course covers life histories, ecological roles, adaptations, morphologies, evolution, and classification of marine invertebrate animals. Laboratory includes field trips to local marine communities. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 333. (No student may take this course after successful completion of BIOL 333.)
Prerequisite: BIOL 210 or 252.
3 Lect Hrs, 6 Lab Hrs, 5 Credits
Mr Rex

BIOL 333
Biology of Marine Invertebrates (Lecture)
The description of this course is the same as BIOL 331; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 331.)
Prerequisite: BIOL 210 or 252.
3 Lect Hrs, 3 Credits
Mr Rex

BIOL 334
Microbiology
The study of viruses, bacteria, algae, fungi, and protozoa, to include their characterization, classification, and relationship to humans and the environment. Lecture topics include microbial biochemistry, cell biology, genetics, taxonomy, pathogenic bacteriology, food and industrial microbiology, and ecology. The laboratory emphasizes aseptic techniques to isolate, culture, observe, and identify bacteria.
Prerequisites: BIOL 210 and CHEM 104.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Shiaris

BIOL 337
Comparative Animal Physiology
Considers physiological principles and problems in a phylogenetic perspective. An integrated view of physiological solutions from the cellular to organismal level is used to discuss adaptations to environments and constraints on life history. Major topics to be considered include temperature responses, biological clocks, allometry, respiration, circulation, energetics, locomotion, and salt and water balance. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 339. (No student may take this course after successful completion of BIOL 339.)
Prerequisites: BIOL 210, CHEM 104, MATH 115.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Stevenson

BIOL 338
Insect Life
This course considers physiological and other adaptations that account for the survival and success of insect life. The laboratory deals primarily with the diversity of insects. Brief consideration is also given to the relationship of insects to humans.
Prerequisites: BIOL 210 and 252.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Stevenson

BIOL 339
Comparative Animal Physiology (Lecture)
The description of this course is the same as BIOL 337; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 337.)
Prerequisites: See BIOL 337.
3 Lect Hrs, 3 Credits
Mr Stevenson

BIOL 340
Marine Mammal Biology
This upper-level course covers the biological ecology of marine mammals (Pinnipeds, Cetaceans, Sirenians), with emphasis on applied population ecology, and conservation issues. Topics include adaptations to marine environments, effects of human exploitation, case studies of population recovery, and multispecies interactions. Many topics make use of mathematical equations.
Prerequisite: BIOL 290, MATH 130, or equivalent.
3 Lect Hrs, 3 Credits
Ms Brault

BIOL 342
Ecology
A course in population and community ecology. Topics include theory and case studies of population dynamics, competition, predation, niche concepts, life history strategies, behavioral interactions, energetics and productivity, community structure and organization, and biogeography.
Prerequisite: BIOL 290, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ebersole

BIOL 343
Ecology Laboratory
Field trips to local terrestrial and marine communities, laboratory studies of population dynamics and interactions between species, and analytical approaches to ecological data. Some field trips may be scheduled on Saturdays. (Course offered in even-numbered years, fall term.)
Corequisite or prerequisite: BIOL 342.
1 Lect Hr, 3 Lab Hrs, 2 Credits

BIOL 344
Ornithology
The biology of birds, with emphasis on problems of wider biological interest in ecology and behavior.
Prerequisite: BIOL 210 or 252.
Corequisite: BIOL 345.
3 Lect Hrs, 3 Credits
Mr Hatch

BIOL 345
Ornithology Laboratory
Laboratory and field work in ornithology. The course includes some Saturday field trips.
Prerequisite: BIOL 210 or 252.
Corequisite: BIOL 344.
3 Lab Hrs, 1 Credit
Mr Hatch

BIOL 346
Maritime Ecology Research
Supervised research on the adaptations and interactions of organisms of the beaches, salt marshes, sand dunes, and embayments of Nantucket. Meets every weekday during five weeks of the summer at the University's field station on Nantucket.
Prerequisites: BIOL 210 and 252 and MATH 115, or permission of instructor.
40 Hrs wk, 5 Credits

Department of Biology

BIOL 348
Animal Behavior
The course deals with some topics in the physiology and development of behavior and more extensively with social organization, communication, and ecological aspects of behavior. Emphasis on the function and evolution of behavior.
Prerequisite: BIOL 290 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Hatch

BIOL 349
Methods in Ethology
Observational and experimental analyses of the behavior of a variety of species. Laboratory studies, films, and field trips.
Corequisite: BIOL 348.
5 Lab Hrs, 1 Disc Hr, 3 Credits
Mr Hatch

BIOL 352
Evolution
Evolution as the unifying concept of biology. Topics include population genetics, adaptive strategies, sex and breeding systems, speciation and population differentiation, fossil histories, evolution of man.
Prerequisites: BIOL 290 and 252, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Etter

BIOL 353
Evolution Laboratory
Laboratory investigations of evolutionary processes, including simulations of population genetics, biometric analyses of adaptive morphological features in natural populations, experiments on mimicry, field trips to systematic museum collections and local natural habitats, and phylogenetic analysis of land snails. Concepts of experimental design and statistical analysis are emphasized. (Course offered in the spring semester of even-numbered years.)
Corequisite: BIOL 352.
3 Lab Hrs, 1 Disc Hr, 2 Credits
Mr Ebersole

BIOL 360
Bioinformatics
This course will provide a fundamental overview of bioinformatics, which is the collection, organization, and analysis of biological information. Topics include data searches and sequence alignments, substitution patterns, phylogenetics, genomics, protein and RNA structure prediction, and proteomics. Designed as a required course for biotechnology track students and other students interested in biotechnology careers or graduate study in biological sciences.
Prerequisites: BIOL 252/254 or permission of the instructor.
3 Hrs Lec, 3 credits
Ms Tan

BIOL 370
Molecular Biology
The molecular biology and biochemistry of gene expression in procaryotes and eucaryotes. Topics include DNA structure/physical biochemistry, recombinant DNA technology, techniques in research, DNA synthesis, RNA synthesis, protein synthesis, operons, chromatin structure and gene regulation, oncogenes, hormones and growth factors and signal transduction, transposons, mutagenesis and repair, flowering, photosynthesis, development, circadian rhythms, etc. Laboratories emphasize basic research techniques. (No student may take this course after successful completion of BIOL 372.)
Prerequisites: BIOCHM 383 and 385, or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Ackerman

BIOL 372
Molecular Biology (Lecture)
The description of this course is the same as BIOL 370; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 370.)
Prerequisites: BIOCHM 383, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ackerman

BIOL 378
Introduction to Immunology
An introduction to the principles of immunology including definition of antigens and antibodies, specificity of the immune response, immunoglobin structure, the genetics of immunoglobin synthesis, cellular cooperation in the immune response, mechanism of inflammation, transplantation, diseases associated with responsiveness of the immune system. (No student may take this course after successful completion of BIOL 380.)
Prerequisites: BIOL 210 and 252 and CHEM 104, or permission of the instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Beck

BIOL 380
Introduction to Immunology (Lecture)
The description of this course is the same as BIOL 378; this course consists of lecture sections only; there is no laboratory. (No student may take this course after successful completion of BIOL 378.)
Prerequisites: See BIOL 378.
3 Lect Hrs, 3 Credits
Mr Beck

BIOL 381
Special Topics
Detailed study of a specialized field of biology. Several topics may be offered each semester.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1 Credit

BIOL 395
Biotechnology
This course is designed to introduce students to methodologies and approaches in the biotechnology industry. The course focuses on the scientific principles and the applications of microbiology, cell biology, immunology, and molecular biology in the medical, pharmaceutical, chemical, and agricultural industries.
Prerequisites: BIOCHM 383 and permission of the instructor.
Corequisite: BIOL 370.
3 Lect Hrs
Mr Campbell and Ms Davis

Department of Biology

BIOL 444
Cooperative Education Field Placement in Biology
A work placement in an off-campus biological laboratory or field setting where a student carries out an approved project comparable in depth and scope to an advanced undergraduate biology course. The department appoints one or more faculty to serve as co-sponsors. All placements are for six months. Full-time: six credits. Half-time: three credits.
Prerequisites: Junior standing; BIOL 210 and 252; cumulative grade point average of 2.5 or higher in all courses, and grade point average of 2.5 or higher in science and mathematics courses.
Hrs by arrangement, 3-6 Credits

BIOL 478
Independent Study I
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. The course is normally taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for a full year. This course can be taken in the summer. BIOL 478 and 479 do not count toward biology major requirements. Laboratory and field work.
Prerequisites: 2nd semester junior standing and permission of a research director.
Hrs by arrangement, 1-3 Credits

BIOL 479
Independent Study II
See BIOL 478.

Graduate Courses

Most graduate-level courses in biology are open to undergraduates. Please contact the department office for further information.

BIOLOGY OF HUMAN POPULATIONS PROGRAM

The Program

The program is designed to expose interested biology majors to a number of anthropology courses, primarily in biological anthropology. A second goal is to assure that anthropology majors concentrating in biological anthropology achieve a strong foundation in the basic biological sciences. The program should be of particular interest to premedical and predental students and to anthropology and biology majors considering graduate work in areas involving the biology of human populations. Applications to the program from non-matriculated students require the approval of the director.

Requirements

Any student majoring in anthropology or biology may also choose to enter the Biology of Human Populations Program. Program participants are required to take the courses listed below. All courses within the student's major count toward departmental major requirements as well as toward program requirements. For matriculated students, successful completion of the program is recorded on official University transcripts. Non-matriculated students receive a certificate of completion.

Anthropology

- ANTH C100 (Culture and Human Behavior) or
- ANTH 103 (Introduction to Cultural Anthropology)
- ANTH 212 (Human Variation)
- ANTH 316 (Nutrition, Growth, and Behavior) and two from the following list of courses:
- PSYCH 270 (Statistics)
- ANTH 313 (Developmental Models in Human Evolution)
- ANTH 317 (Human Epidemiology)
- ANTH 412 (Issues in Biological Anthropology)

Biochemistry

- BIOCHM 383 (Biochemistry I)

Biology

- BIOL 111, 112 (General Biology I and II)
- BIOL 210 (Cell Biology)
- BIOL 252 (Genetics) or
- BIOL 254 (Genetics/lecture only)
- BIOL 290 (Population Biology) and one from the following list of courses:
- BIOL 312 (Developmental Biology and Embryology)
- BIOL 313 (Developmental Biology and Embryology/lecture only)
- BIOL 316 (Neurobiology)
- BIOL 318 (Neurobiology/lecture only)
- BIOL 317 (Endocrinology)
- BIOL 319 (Endocrinology/lecture only)
- BIOL 342 (Ecology)
- BIOL 352 (Evolution)

A grade point average of 2.0 or better is required for successful completion of the program. Courses taken on a pass/fail basis may not be used to satisfy program requirements.

Transfer Credit Policy

The approval of transfer credits will be considered on a case-by-case basis by the program director.

Information

The Biology of Human Populations Program accepts students only as resources permit. For further information about the program, students should contact the Anthropology Department.

DEPARTMENT OF CHEMISTRY

Faculty

Marietta Schwartz, Associate Professor and Co-Chair; John Warner, Professor and Co-Chair; Professors Joseph S Alper, JP Anselme, Thomas N Margulis, Leverett Zompa; Associate Professors Robert L Carter, John Reardon, Marietta H Schwartz; Assistant Professors Jason Evans, Michelle Foster, Wayne Pitcher; Instructor Kenneth F Cerny

The Department

The Chemistry Department at UMass Boston, located in the Science Building, enjoys modern well-equipped laboratories and state-of-the-art equipment.

The program has been designed to prepare students for the challenges that face the chemist in a modern society. Graduates may go directly into industry or may continue their education at the graduate level in chemistry, medicine, dentistry, or other fields. Both lectures and discussion sections in most first and second year courses are conducted by faculty members who bring to the subject their experience in teaching and research to help make students aware of current developments in the field. Faculty direct laboratories as well, and with the aid of teaching assistants, are able to give individual attention to smaller groups of students during laboratory sessions.

Active research participation by undergraduate students is highly encouraged. Working closely with individual faculty members in the laboratory, students attain a high level of scientific experience and professional maturity.

Requirements

The Major

For the BA in Chemistry

The department requires 40 credits in chemistry, including the following courses:

- CHEM 103-104 (Principles of Chemistry I and II)
- CHEM 253-254 (Organic Chemistry I and II)
- CHEM 311-313; CHEM 312-314 (Analytical and Physical Chemistry, and labs)
- CHEM 369-CHEM 379 (Chemical Structure, and lab)
- CHEM 370-CHEM 371 (Inorganic Chemistry, and lab)

In addition, chemistry majors must complete two semesters of calculus (MATH 140-141) and two semesters of calculus-level physics with laboratory (PHYSIC 113-114; PHYSIC 181-182).

For the BS in Chemistry

All requirements for the BA plus:

I. one of the following courses:
   - CHEM 351 (Qualitative Organic Analysis)
   - BIOCHM 383, 385 (Biochemistry I with lab)
   - CHEM 361 (Analytical Instrumentation)

II. two additional courses from the following list:
   - Any chemistry elective at or beyond the 300 level
   - Any physics elective beyond PHYS 114
   - Any mathematics elective beyond MATH 141
   - Any biology course beyond BIOL 110
   - Any computer science course (CS 110 is recommended)
   - Any E&GSCI course beyond E&GSCI 100
   - Any biochemistry course beyond BIOCHM 383/385

For the ACS Certified BS in Chemistry

The Chemistry Department has been authorized by the American Chemical Society to offer an ACS-certified BS degree in chemistry. Requirements for this degree include all courses required for the BA, plus:

- CHEM 351 (Qualitative Organic Analysis)
- CHEM 361 (Analytical Instrumentation)
- Two additional courses from the following list:
  - any chemistry elective at or beyond the 300 level.
  - CHEM 481-482 (Advanced Laboratory) or CHEM 491-492 (Senior Thesis) are particularly recommended.
  - BIOCHM 383 AND 385 (Biochemistry I, with lab)
  - BIOCHM 384 AND 386 (Biochemistry II, with lab; Prerequisite: BIOCHM 383)

For the Combined BS/MS Degree in Chemistry

The Chemistry Department now offers a combined BS/MS degree track, designed to offer talented and motivated students the opportunity to attain a master's degree in five years. Students who plan to enter this program should have a solid high school record, particularly in chemistry, mathematics, physics, and English. Requirements for this degree include

- All chemistry courses required for the BA.
- The requirements for the MS degree in chemistry (33 credits). The master's program is described in the University's graduate bulletin.
- A minimum of 11 credits of elective chemistry courses, chosen from departmental offerings.

The student completing these requirements will receive both the BS in chemistry and the MS in chemistry. No degree is awarded until the requirements are complete. To be retained in the program, students must maintain a GPA of 2.0 in undergraduate chemistry and biochemistry courses and grades of B or better in graduate chemistry courses.

Admission to this program is by application only. Complete information is available at the department office.

Grade Point Average

To graduate with the major in chemistry (the BA, BS, or the ACS-certified BS), the student must have a final grade point average of 2.0 in chemistry.

Pass/Fail Option

No chemistry courses taken pass/fail will count towards the major. One math or physics course can be taken pass/fail, with prior departmental approval.

The Minor

Students majoring in another discipline (with the exception of biochemistry) may minor in chemistry. Chemistry minors take both elementary and advanced courses that cover a variety of areas in the field, including both theoretical and laboratory work. Students wishing to minor in chemistry take CHEM 103, 104, 253, and 254. These basic courses are prerequisite for all of the department's advanced courses. Minors then take two more courses at the 300 level (or above), with one being a lecture course and one being a laboratory course. At least six credits of chemistry course work must be taken at UMass Boston. Courses taken on a pass/fail basis cannot be counted towards the chemistry minor. The student must achieve at least a 2.0 GPA in the chemistry courses that are counted towards the minor.

Department of Chemistry

Recommendations

Beyond the minimum requirements for the degree, chemistry majors are encouraged to take elective courses chosen from among the following offerings: CHEM 351 (Organic Qualitative Analysis), BIOCHM 383 and 385 (Biochemistry with lab), CHEM 361 (Analytical Instrumentation), and CHEM 478 (Readings in Chemistry). Research participation for credit generally begins in the junior or senior year with enrollment in CHEM 481 and 482 (Advanced Laboratory in Chemistry I & II) or CHEM 491 and 492 (Senior Thesis in Chemistry I & II).

In addition to the preceding undergraduate offerings, qualified students may enroll for undergraduate credit in the department's offerings for the Master's Degree Program in Chemistry. Suitable courses include

- CHEM 658 (Medicinal Chemistry)
- CHEM 601 and 602 (Chemical Dynamics I & II)
- CHEM 611 and 612 (Chemical Structure I & II)
- CHEM 621 and 622 (Chemical Synthesis I & II).

A list of current graduate course offerings is available from the department office.

Additional course work in mathematics, physics, or biology is also encouraged.

Any student interested in majoring in chemistry should immediately contact the Chemistry Department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the student's interests.

Advanced Work

The department encourages its majors to take CHEM 481 and 482 (Advanced Laboratory) or CHEM 491 and 492 (Senior Thesis). These courses generally provide a unique learning experience for the undergraduate scholar. Students are guided in advanced level laboratory work by members of the faculty in the faculty members' research laboratories.

Honors

Students may be awarded departmental honors in chemistry by satisfying either of the following sets of requirements:

Option One:

1. maintaining a cumulative average of at least 3.0, and
2. maintaining a cumulative average in chemistry courses of at least 3.5.

Option Two:

1. maintaining a cumulative average of at least 3.0,
2. maintaining a cumulative average in chemistry courses of at least 3.3,
3. satisfactorily completing a minimum of three credit hours of CHEM 491-492 (Senior Thesis in Chemistry), and
   - satisfactorily defending a thesis that the Chemistry Department faculty deems worthy of honors recognition.

Litton Industries Scholarship

Two scholarships established by Litton Industries are awarded to undergraduate students majoring in science or mathematics who will be at the junior or senior level in the coming fall semester. Prospective candidates should see the department chairperson for more information.

Alton J Brann Scholarship

Two scholarships established by Alton J Brann are awarded to undergraduate students majoring in science or mathematics who have a minimum of 30 credits but no more than 90 credits. Prospective candidates should see the department chairperson for more information.

For both scholarships, the selection of the scholarship winners will be based primarily upon the student's scholastic achievement and character. Financial need will not be a primary factor. Qualified students may apply directly or may be nominated by a faculty member. Applications and nominations MUST contain BOTH a letter from the student stating his or her goals and aspirations AND a letter from a faculty member who has reviewed the student's qualifications for the award.

Transfer Credit Policy

Approval of the department chairperson is required for transfer credit to fulfill major requirements. A minimum of 16 credit hours must be taken within UMass Boston's Chemistry Department; these courses must be at or above the 300 level.

Note: Students may not receive graduation credit for more than one introductory two-course sequence in chemistry. Thus, a student can receive credit for, at most, one of the following first-semester courses: CHEM 101, 103, or 107; and for, at most, one of the following second-semester courses: CHEM 102, 104, or 108.

CLEP/AP Credit Policy

Students may receive CLEP or AP credit for chemistry in the following cases:

(a) Students who have taken the Advanced Placement Examination in Chemistry and have scored a "3" will be exempted from taking CHEM 103 (Chemical Principles I) at UMass Boston.

(b) Students who score a "4" or higher on the AP exam will be exempted from taking CHEM 103-104 (Chemical Principles I and II) and will be granted four natural science distribution credits (i.e., one course) towards graduation.

(c) The Chemistry Department accepts a score of 50 and above on the CLEP exam. Students who meet this requirement will be exempted from CHEM 103-104 (Chemical Principles I and II) and will receive eight natural science distribution credits towards graduation (i.e., two courses). For more information on the CLEP exam, contact the University Advising Center.

Students who have received natural science distribution credits by means of either the CLEP or the AP examination and who subsequently take CHEM 103, Chemical Principles I, and/or CHEM 104, Chemical Principles II, at UMass Boston will have the credits received through CLEP or AP scores replaced with credits received from the chemistry course.

Specifically, students who scored a "4" or higher on the AP exam will have four natural science distribution credits replaced; students who scored "50" or above on the CLEP will have four natural science distribution credits replaced for each Chemical Principles course taken.

The Biochemistry Major

This major is jointly administered by the Departments of Chemistry and Biology. For further information, see the "Biochemistry Major" section of this publication.

Double Major/Minor Policy

Students majoring in chemistry may minor in another department or program, or may undertake a double major in another department or program, but may not undertake a double major in biochemistry.

Department of Chemistry

Courses

CHEM 101
Chemical Science I
An introductory course for non-science majors. The basic principles of atomic theory, the periodic table, chemical bonding, thermochemistry, environmental chemistry, and nuclear chemistry. This course is intended for students of the social sciences and humanities.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

CHEM 103
Chemical Principles I
Introduction to the fundamental principles of chemistry including atomic structure, stoichiometry, the periodic table of the elements, chemical bonding, molecular structure, and states of matter based on kinetic theory. Laboratory work presents an introduction to methods of quantitative chemical techniques. This course is intended for majors in any of the sciences, including predental, premedical, and pre-engineering students.
Prerequisite: A passing grade in MATH 115 or placement into MATH 130 or higher.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Carter, Mr Margulis, Mr Reardon, Mr Zompa

CHEM 104
Chemical Principles II
Introduction to acid-base systems, elementary thermodynamics, chemical kinetics and equilibria, electrochemistry, oxidation-reduction reactions, and a survey of the chemical properties of elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis. This course is intended for majors in any of the sciences, including predental, premedical, and pre-engineering students.
Prerequisite: CHEM 103.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Carter, Ms Foster, Mr Margulis, Mr Reardon, Mr Zompa

CHEM 107
Introduction to Chemistry I
A survey of the theoretical principles of general inorganic chemistry. Topics include atomic and molecular structure, bonding, chemical reactions, solution, pH, stoichiometry, and radiochemistry. This course is intended for students needing a general/organic/biochemistry sequence. This is the first course in the sequence. (Course offered in the fall only.)
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Cerny

CHEM 108
Introduction to Chemistry II
A brief survey of organic and biological chemistry. Topics include structure, nomenclature, and the nature of organic compounds. Emphasis is on preparation for biological applications. Carbohydrates, lipids, proteins, and nucleic acids are introduced. The structures and metabolism of important biochemical molecules are considered. This course is intended for students needing a general/organic/biochemistry sequence. This is the second course in that sequence. (Course offered in the spring only.)
Prerequisite: CHEM 107.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Cerny, Mr Evans

CHEM L111 (ENVSTY L111)
Environmental Concerns and Chemical Solutions
Human society is constantly facing such environmental issues and problems as ozone depletion, air pollution, acid rain, and the dangers of nuclear energy. This course provides students with a foundation in chemistry that can be used to examine these and other environmental concerns. A combination of hands-on-work and small-group projects illustrates the science behind these issues, and helps students develop an unbiased view.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Warner

CHEM 200
Nutrition
Fundamental concepts of nutrition and the biochemistry of nutrients. The foods are studied as sources of energy, minerals, and vitamins; also the requirements and chemical functions of each are considered. The course also deals with deficiency diseases, dyes, and food additives.
Prerequisite: CHEM 108 or equivalent.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

CHEM 253
Organic Chemistry I
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification and identification of organic compounds by classical and instrumental methods. (Course offered in the fall only.)
Prerequisite: CHEM 104.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Cerny, Ms Schwartz

CHEM 254
Organic Chemistry II
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification, and identification of organic compounds by classical and instrumental methods. (Course offered in the spring only.)
Prerequisite: CHEM 253.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Cerny, Ms Schwartz

CHEM 311
Analytical Chemistry
This course is an introduction to analytical and solution chemistry. Topics include solubility, acid-base, redox and complexation equilibria and ionic activity coefficients with applications to gravimetric, titrimetric, chelometric, electrolytic and spectrophotometric methods of analysis. Equilibrium principles are applied to a variety of separation techniques as well. (Course offered in the fall only.)
Prerequisites: CHEM 254, MATH 140, PHYSIC 113.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Alper, Mr Evans, Mr Margulis

CHEM 312
Physical Chemistry
This is an introductory course in chemical thermodynamics, kinetic theory and classical chemical kinetics. Topics include the First, Second, and Third Laws of Thermodynamics with special application to chemical transformations. Phase equilibria and the phase rule are discussed in detail. A discussion of chemical kinetics includes rate laws, order, molecularity, and activation parameters. (Course offered in the spring only.)
Prerequisite: CHEM 311.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Alper, Ms Foster, Mr Margulis

CHEM 313
Analytical Chemistry Laboratory
This course provides practical laboratory experience with a variety of analytical methods. These include titrimetric, spectrophotometric, conductometric, potentiometric and electrolytic methods as well as ion

Department of Chemistry

exchange and solvent extraction separations. (Course offered in the fall only.)
Prerequisite: CHEM 254.
Corequisite: CHEM 311.
1 Lect Hr, 3 Lab Hrs, 2 Credits
Mr Alper, Mr Evans, Mr Reardon

CHEM 314
Physical Chemistry Laboratory
This is a laboratory course designed to illustrate various topics discussed in Chemistry 312 and to introduce data analytical methods including statistics and error propagation. (Course offered in the spring only.)
Corequisite: CHEM 312.
1 Lect Hr, 3 Lab Hrs, 2 Credits
Mr Alper, Ms Foster

CHEM 351
Organic Qualitative Analysis
Theory and practice in organic compound separation and identification employing classical and instrumental methods. (Course offered in the fall only.)
Prerequisite: CHEM 254.
1 Lect Hr, 6 Lab Hrs, 3 Credits
Mr Anselme

CHEM 361
Analytical Instrumentation
Principles and use of instrumental methods in analysis. (Course offered in the spring only.)
Prerequisites: CHEM 311 and 369.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Evans, Ms Foster, Mr Zompa

CHEM 369
Chemical Structure
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. (Course offered in the fall only.)
Corequisite: CHEM 379.
Prerequisites: CHEM 104, MATH 141, PHYSIC 114 and one physics laboratory.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Alper, Ms Foster, Mr Margulis

CHEM 370
Inorganic Chemistry
Discussion of the fundamental principles of theoretical and descriptive modern inorganic chemistry. (Course offered in the spring only.)
Prerequisite: CHEM 369.
Corequisite: CHEM 371.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Carter, Mr Zompa

CHEM 371
Inorganic Chemistry Laboratory
This course provides practical laboratory experience in synthesis, reactivity, and characterization of inorganic compounds. (Course offered in the spring only.)
Prerequisite: CHEM 369.
Corequisite: CHEM 370.
1 Lect Hr, 3 Lab Hrs, 2 Credits
Mr Carter, Mr Zompa

CHEM 379
Chemical Structure Lab
Spectroscopy applied to chemical problems. Absorption and emission spectra, magnetic resonance and mass spectroscopy are used in the laboratory work. (Course offered in the fall only.)
Corequisite: CHEM 369.
3 Lab Hrs, 1 Disc Hr, 2 Credits

CHEM 408
Chemical Computation
A survey of methods of chemical data acquisition, analysis, and graphical presentation, with emphasis on the use of personal computers for such purposes.
Prerequisites: CHEM 311 and 313 or permission of instructor.
3 Lect/Lab Hrs, 3 Credits
Mr Alper

CHEM 444
Cooperative Education Field Experience in Chemistry
The Cooperative Education Program in Chemistry places students in work assignments directly related to chemistry. Three credits are awarded for a full-time, six-month assignment; fewer credits are awarded for part-time placement. Credits are awarded only upon successful completion of the prospectus. A maximum of six credits may be earned through the program.
Prerequisites: CHEM 311 and 313; or CHEM 369 and 370; a cumulative grade point average of 2.5.
Hrs by arrangement, 1-3 Credits

CHEM 470
Chemical Applications of Group Theory
Application of symmetry and group theoretical methods to various aspects of chemistry. Foundations cover basic definitions and theorems, molecular symmetry, symmetry groups and group representations. Applications to bonding include hybridization of atomic orbitals and symmetry-adapted molecular orbital theory. Spectroscopic applications include electronic (crystal field theory) and vibrational spectroscopy. (Course offered in the fall only.)
Corequisite or Prerequisite: CHEM 369.
2 Lect Hrs, 2 Credits
Mr Carter

CHEM 476
Historical and Philosophical Background of Selected Chemical Theories
This course presents the historical and philosophical background of selected basic chemical theories. For each theory chosen, participants review the science in its present form, study older theories that explained the same phenomena, and explore the history of the development from the older to the newer theory. Philosophical questions concerning the structure of scientific theories are also discussed.
Prerequisite: CHEM 311 or CHEM 369 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Alper

CHEM 478
Readings in Chemistry
Topics vary depending on instructor.
Hrs by arrangement, 1-4 Credits

CHEM 479
Readings in Chemistry
See CHEM 478.

CHEM 481
Advanced Laboratory in Chemistry I
Special laboratory topics under individual guidance by faculty member. (Course offered in the fall only.)
Prerequisites: CHEM 254 or 256 and any two of the following: CHEM 311, 312, 369, 370.
3-12 Lab Hrs, 1-4 Credits

CHEM 482
Advanced Laboratory in Chemistry II
See CHEM 481. (Course offered in the spring only.)

CHEM 491
Senior Thesis in Chemistry I
Original investigation by the student under the guidance of the faculty advisor. An oral presentation before the chemistry faculty is required. (Course offered in the fall only.)
Prerequisites: CHEM 254 and any two of the following: CHEM 311, 312, 369, 370.
12 Lab Hrs, 4 Credits

CHEM 492
Senior Thesis in Chemistry II
See CHEM 491. (Course offered in the spring only.)

Graduate Courses

Under certain circumstances, most graduate-level courses in chemistry are open to undergraduates. Please contact the program office for further information.

DEPARTMENT OF COMPUTER SCIENCE

Faculty

Peter Fejer, Professor and Chair; Professors Ethan Bolker, Richard Eckhouse, Joan Lukas, Robert Morris, Elizabeth O'Neil, Patrick O'Neil, Dan Simovici; Associate Professors William Campbell, Colin Godfrey, George Lukas, Kenneth Newman, Dennis Wortman; Assistant Professors Woojin Paik, Marc Pomplun; Lecturers Robert Cohen, Robert Wilson; Emeritus Professor Richard Tenney

The Department

The Department of Computer Science offers programs leading to a BA or BS in computer science. Degree students not majoring in computer science may complete a program of study in computer science equivalent to a minor. Non-degree students may earn a major certificate (equivalent to a major in computer science) or a minor certificate (oriented to applications) in computer science. At the graduate level, the department offers the master's degree and PhD in computer science.

The department also offers introductory courses in information technology (IT) to prepare non-computer science majors to enter the workplace with the knowledge and skills necessary for careers in medicine, management, criminal justice, natural sciences and other fields. There is no BA/BS degree in IT, but rather a selection of courses that may lead to competencies and certificates.

Requirements and Recommendations

Preparatory Work

Any student who intends to take a computer science course at or below CS 110 (Introduction to Computer Programming) must furnish proof to the department that he or she is prepared for that course. This proof must be a suitable score on the Mathematics Diagnostic Test. However, the diagnostic test will be waived for students who have successfully completed MA 140, Calculus I, at UMass Boston or its equivalent elsewhere.

Majors

To earn a BA degree in computer science, a student who declared a major before Fall 2002 must take:

- MATH 140, MATH 141 and MATH 260
- CS 110, CS 210, CS 240, CS 241, CS 260, CS 310, CS 320 and CS 420
- One theoretical elective and two applied electives, chosen from lists maintained and periodically revised by the department. At least one of the applied electives must be at the 400 level or above.
- CS 260 or one additional elective

For students declaring a major in Fall 2002 or later, CS 450 is required. In addition, one of the two applied electives must be either CS 444 or CS 451.

Students pursuing a major in the department must take a minimum of four upper division courses (at the 300 level or above) in their major at UMass Boston. Each major is strongly advised to seek advice pertinent to his or her situation from an advisor in the department. A hold is placed on each student's registration during Advanced Registration until the student has spoken to an advisor. Majors who wish to take courses in Management Science and Information Systems (in the College of Management) should consult the department before enrolling.

The Bachelor of Science Degree

To earn a BS degree in computer science, a student who declared a major before Fall 2002 must:

- Fulfill the requirements for the BA degree, as indicated above
- Take six courses in the sciences outside the Department. Those courses must be appropriate for majors in those departments offering the courses and must include PHYSIC 113 and PHYSIC 114. In addition, one laboratory course is required. One of the six science courses may also qualify as the laboratory course (for example, CHEM 103 counts as a laboratory course, but PHYSIC 113 does not); also CS 444 may be counted as a laboratory course.

For students declaring a major Fall, 2002 or later, the following changes in major requirements are in effect.

- The number of required science courses is reduced from 6 to 3, which must include PHYSIC 113 and 114 with labs.
- CS 410, 444, 450, and 451 and MATH 345 are required.

Instead of one theoretical and two applied electives, students must take three CS electives.

Honors

To graduate with Honors, a computer science major must:

- maintain an overall GPA of 3.0 or higher,
- achieve a GPA of 3.5 or higher in the major,
- successfully complete CS 498 (Honors), including an oral defense of the thesis.

The Honors thesis and defense will be judged by a three-person committee consisting of the thesis advisor and two other faculty members whose background is relevant to the project. Membership of the committee must be approved by the Computer Science chair or undergraduate program director. All members of the Honors committee must be present at the defense and must unanimously agree on conferral of Honors. Honors theses will be published by the Department as Technical Reports.

Certificates in Computer Science

See the "Computer Science Programs" section of this publication for information on certificates in computer science.

Computer Science Courses

CS 105
An Introduction to Computer Concepts
This course presents an overview of the role of computers in society—their application and misapplication, their capabilities and limitations. Applications may include artificial intelligence, medical, aerospace and business use of computers. Computer hardware and associated technologies are discussed. Computer programming is taught from a non-mathematical, problem-solving point of view; the course objective is to help students acquire an understanding of the programming process, rather than to develop complex or extended computer programs. This survey course is not part of the computer science major sequence. Students planning to major in computer science should start with CS 110.
Note: No student will receive graduation credits for CS 105 if it is taken after successful completion of CS 110 or a higher level computer course.
Prerequisite: A suitable score on the mathematics diagnostic test.
Distribution I Area: Mathematics and Computer Science.
Distribution II Area: Mathematics.
3 Lect Hrs, 3 Credits

Department of Computer Science

CS 109
Computer Programming for Engineers
An introduction to computer programming for engineering students. This course is not intended for computer science majors. Credit will not be given for both CS 109 and CS 110.
Prerequisite: A suitable score on the mathematics diagnostic test or MATH 130 or a higher MATH course.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 110
Introduction to Computing
An introduction to computer programming—the concepts involved in use of a higher level language and the program development process. The goal of this course is proficiency in the design and implementation of programs of significant size and complexity. This course is quite demanding because of the length of the programming exercises assigned. This is the first course in the computer science sequence. CS 110 is taught using the programming language Java. Note: Credit toward a UMass Boston degree may be awarded credit for only one elementary programming course. No credit will be given for CS 110 to a student who has already completed a similar course. For instance, a student who has received the equivalent of CS 110 as transfer credit cannot take CS 110 for credit here. Students who are barred from receiving credit for CS 110, but who are not fully prepared for CS 210, should request permission to take CS 119 (below) as a means of remedying the deficiency.
Prerequisite: A suitable score on the mathematics diagnostic test. Students who have passed MATH 140 need not take the mathematics diagnostic test.
Distribution I Area: Mathematics and Computer Languages.
Distribution II Area: Mathematics.
3 Lect Hrs, 4 Credits

CS 119
Computer Language Supplement
This course addresses the dilemma of students who studied the equivalent of CS 110 in a language other than Java, but now need knowledge of Java in order to take CS 210. Such students can, with the permission of the department, register for CS 119 for two credits. They then make arrangements to attend a section of CS 110. They are required to do all the work of regular CS 110 students. However, CS 119 meets no core curriculum requirement and does not count towards any computer science major requirement.
Prerequisite: Permission of the department.
Distribution I Area: Mathematics and Computer Languages.
Distribution II Area: Mathematics.
3 Lect Hrs, 2 Credits

CS 210
Intermediate Computing with Data Structures
The design and implementation of computer programs in a high-level language, with emphasis on proper design principles and advanced programming concepts, including dynamic data structures and recursion. The assignments are designed to introduce the student to a variety of topics in computing: data structures and ADTs, Lists, Stacks, Queues, Ordered Lists, Binary Trees, and searching and sorting techniques. The language of instruction is Java.
Prerequisite: Fluency in Java, established by the successful completion of CS 110 in Java or permission of the instructor.
Distribution I Area: Mathematics and Computer Languages.
Distribution II Area: Mathematics.
3 Lect Hrs, 4 Credits

CS 240
Programming in C
C programming for students with prior knowledge of some high-level language (e.g., one semester of Pascal, Smalltalk, etc.). The course treats C both as a machine level language and as a general purpose language; it covers number representation, masking, bitwise operations and memory allocation, as well as more general topics such as dynamic data structures, file i/o, separate compilation, program development tools, and debugging.
Prerequisite: CS 110 or permission of instructor.
Corequisite: CS 210 or permission of instructor.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 241
Computer Organization and Architecture
Computer hardware concepts and hardware-level programming for C programmers. Topics include digital logic circuits, computer organization of a microprocessor system (i.e., how CPU, memory, and i/o interface chips are interconnected), serial and parallel port interfacing, hardware programming in C and C/assembler, interrupt programming, device drivers. The necessary assembly language is also covered. The course includes a hands-on lab meeting one hour per week.
Prerequisite: CS 240.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 260
Numerical Computing
An introduction to the classical techniques of numerical analysis: root finding, approximation, interpolation, integration and the solution of systems of equations. A thorough discussion of problems of error and of floating and fixed point computation. Emphasis on both implementation and analysis of the algorithms used. Students are expected to solve a number of numerical problems using the computer. (Primarily for applications of interest to students in biology, chemistry, economics, engineering, applied mathematics, physics, and psychology.)
Prerequisites: CS 110, MATH 141 and MATH 260, or permission of instructor.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 310
Advanced Data Structures and Algorithms
A systematic study of the methods of structuring and manipulating data in computing. Abstract data types. The design and analysis of algorithms. Advanced techniques for program development and organization.
Prerequisites: CS 210, CS 240, and MATH 141.
3 Lect Hrs, 3 Credits

CS 320
Applied Discrete Mathematics
An introduction to the mathematical structures and concepts used in computing: sets, mathematical induction, ordered sets, Boolean algebras, predicate calculus, trees, relations and lattice theory. Formal and informal theories and corresponding mathematical proofs are taught.
Prerequisites: CS 210 and MATH 260, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 410
An Introduction to Software Engineering
This course covers all aspects of the software development process from initial specification to final validation of completed software design. Implementation methodologies are discussed in the context of a major team project, to be chosen according to student and instructor interest.

Department of Computer Science

Prerequisites: CS 310 and CS 320. CS 450 is strongly recommended.
3 Lect Hrs, 3 Credits

CS 420
An Introduction to the Theory of Computation
This course introduces such theoretical aspects of computing as models of computation, inherent limits on computation, and feasible computation. Topics include definition of computable functions (recursive functions, functions computable by Turing machines, functions computable in a programming language), unsolvability of the halting problem and related problems, the classes P and NP, finite automata, and context-free grammars.
Prerequisite: CS 320.
3 Lect Hrs, 3 Credits

CS 430
Database Management
Introduction to database systems, including database programming. The course covers relational algebra, SQL, object-relational systems, embedded programming, and basic transaction concepts. It covers database design, both entity-relationship modeling and normalization.
Prerequisites: CS 310 and CS 320.
3 Lect Hrs, 3 Credits

CS 444
An Introduction to Operating Systems
Description of current operating systems, with focus on one or two in particular. Topics include defining the operating system as distinct from the hardware on one side and software systems on the other; process concepts; memory management; CPU scheduling; device management; file systems; network support.
Prerequisites: CS 241 and CS 310.
3 Lect Hrs, 3 Credits

CS 445
Real-Time Systems
Covers the entire development process of a real-time system, from requirements, specification, and design to implementation and testing, including real-time programming, low-level software issues, and hardware architectures. Emphasizes timing constraints and scheduling principles. Subtopics include the four layers of real-time system development: real-time design methodologies, real-time design programming language constructs, real-time kernels, and real-time hardware architectures.
Prerequisites: CS 241 and CS 310.
3 Lect Hrs, 3 Credits

CS 446
Introduction to Internetworking
The objective of this course is to provide a practical understanding of computer networks, with emphasis on the Internet. The course starts with an overview of the Internet, its protocol layers, edge and core networks, access networks and physical media. The course then focuses on fundamental design and implementation concepts of the application, transport, and network layers of the Internet.
Prerequisites: CS 241 and CS 310.
Corequisite: CS 444.
3 Lect Hrs, 3 Credits

CS 450
The Structure of Higher Level Languages
The syntax and semantics of higher level languages. Mechanisms for parsing, parameter passing, scoping, dynamic storage allocation, and message passing are modeled by programs written in a suitably high-level language.
Prerequisite: CS 310
3 Lect Hrs, 3 Credits

CS 451
Compilers I
This course is an introduction to compiler organization and implementation, including formal specifications and algorithms for lexical and syntactic analysis, internal representation of the source program, semantic analysis, run-time environment issues, and code generation. Participants write a compiler for a reasonably large subset of a contemporary language, targeted to a virtual machine.
Prerequisites: CS 310 and CS 420 or CS 622.
3 Lect Hrs, 3 Credits

CS 460
Graphics
Topics include segmentation, windows and viewports, clipping, hidden lines, geometric transforms and data structures for memory management and device independent graphics specifications. The course also considers Raster graphics and such standards as the GKS and ACM Core. It covers both the practice of, and the underlying mathematical foundation for, interactive graphics programming. Students need good programming skills and a mastery of linear algebra at the level required for numerical computing.
Prerequisites: CS 260, MATH 260, and CS 310, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 470
An Introduction to Artificial Intelligence
An introduction to the main techniques of Artificial Intelligence: state-space search methods, semantic networks, theorem-proving and production rule systems. Important applications of these techniques are presented. Students are expected to write programs exemplifying some of techniques taught, using the LISP language.
Prerequisites: CS 320 and CS 450, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 478
Independent Study
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chairperson.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

CS 480
Special Topics
An advanced course offering intensive study of selected topics in computer science. Course content varies and will be announced prior to registration.
Prerequisites: Permission of the department.
3 Lect Hrs, 3 Credits

CS 485
Research Topics in Computer Issues: Ethics and Societal Impact
This course is a capstone course to be taken near the end of the BS major in computer science. It will teach and apply teamwork, research, and presentation skills. Students will work in teams, each team investigating a broad topic in a selected area of computer application from an ethical and/or societal point of view.
Prerequisites: Two computer science courses at the 400 level.
3 Lect Hrs, 3 Credits

CS 498
Honors Thesis
The design and execution of a significant research project under the guidance of a faculty advisor. Successful completion and oral defense of the thesis is necessary to qualify for Honors in Computer Science. Both the instructor and the project must be chosen and approved prior to the start of the course. Offered every semester.

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Prerequisites: Overall GPA of 3.0 and GPA of 3.5 in the major; CS 310, CS 420, permission of the instructor and department chair. Students are encouraged to take CS 478 (Independent Study) the semester before 498 in order to undertake background research, formulate a successful project proposal, and present the proposal to the department. Forms for enrolling in CS 498 are available in the Department office.

Information Technology Courses

CS-IT 110
Visual Basic
An introductory course in Visual Basic programming, the course will provide the student with hands-on exposure to the object-oriented/event-driven components of Visual Basic. Using laboratory case assignments, students will plan and create their own Windows applications. They will learn how to create a user interface, set control properties, and write Visual Basic code.

CS-IT 114
Introduction to Java
An introductory course in Java programming that exposes students to the concepts involved in using a higher-level, object- oriented programming language. The course will explain the program development process and give students lots of hands-on experience writing small Java programs. The course serves as a prerequisite to other IT courses.

CS-IT 140
Fundamentals of Client/Server Design
An introductory course about client/server terminology and concepts which presents the software development life cycle (SDLC) for client/server projects as a set of phases through which a software development project passes. The course presents an overview of several different software development methodologies, offers guidelines about methodologies, and examines the forces that drive businesses to adopt client/server architecture.

CS-IT 230
Relational Databases
This course is an elementary introduction to relational databases, a topic of great interest to information technology. Topics covered include an introduction to database management systems, the SQL query language, and the application of Java programming techniques for accessing relational databases.

CS-IT 242
LAN/WAN Technologies
The course discusses basic data communication concepts; digital and analog signaling, media and cabling systems; the OSI reference model; Physical and DATA Link layer; LAN standards, Ethernet, Token Ring, FDDI, Switched technologies, emerging LAN standards, Bridges and Routers; and Network operating systems.

CS-IT 244
Introduction to Linux/Unix
A course designed to introduce students to Linux, and by reference to Unix as well. Students will install, setup and operate all the standard tools and learn how the operate together. By course end students will be have installed a fully functional internet server while understanding what's behind it.

Graduate Courses

Some graduate-level courses in computer science are open to undergraduates. Please contact the department office for further information.

COMPUTER SCIENCE PROGRAMS

The Programs

The Department of Computer Science offers two certificates in computer science, one equivalent to the major and the other equivalent to a minor for non-degree students. The department also offers a program of study in computer science, equivalent to a minor, for degree students not majoring in computer science.

Program of Study in Computer Science

Degree students not majoring in computer science can complete a program of study in computer science which is equivalent to a minor. The requirements for the program of study are the same as those for the minor certificate, given below.

Major Certificate

The aim of the program is to train people (who may already have a bachelor's degree in another field) to work in research and development in the high-technology computer industry. Completing the major certificate may take up to three years of study because of the prerequisite structure. Note that although the listed mathematics requirements begin with calculus, many students may first need a review of high school algebra and trigonometry.

Minor Certificate

The minor certificate in computer science is for those non-degree students who are mainly interested in computer applications.

Requirements

The requirements for the major certificate are identical with those of the computer science BA degree (See the "Department of Computer Science" section of this publication.)

At present, the elementary courses required for the major certificate are offered every semester (day and evening), but the more advanced courses are offered less frequently. Many of the electives are offered at night. It is possible to complete the certificate by taking courses in the evening only.

Requirements for the minor certificate are as follows:

- MATH 140 (Calculus I)
- CS 110 (Introduction to Computing)
- CS 210 (Intermediate Computing with Data Structures)
- CS 240 (Programming in C)
- CS 310 (Advanced Data Structures and Algorithms)
- One of the following three:
  - CS 241 (Computer Organization and Architecture) or
  - CS 260 (Numerical Computing) or
  - a computer science elective
  - one applications course approved by the department.*

For students wishing to begin one of the certificate programs, forms are available at the Office of the Registrar. Students must notify the department, during their final semester of completing the certificate requirements, that they expect to do so.

*These include any computer science course numbered above (and not including) CS 320. Some courses in computer applications for other disciplines are taught in other departments, for example, MSIS 422 (Decision Support Systems and Groupware) in the College of Management. Students should be sure they have completed the prerequisites for any course they enroll in.

Transfer Credit Policy

How much and what may be transferred is currently settled on an individual basis in a conference with the departmental advisor.

Information

For more information on course descriptions, prerequisites, etc., see the booklet "Computer Science Information," which is available from the department.

DEPARTMENT OF EARTH AND GEOGRAPHIC SCIENCES

Faculty

John F Looney, Professor and Chair; Professors Janet E Duncan, Michael G Mensoian (Emeritus); Associate Professor Andrew N Genes (Emeritus); Assistant Professors Weston R Dripps, Richard B Gelpke

The Department

Earth science and geographic science are broadly based disciplines that seek to understand the relationships between physical and human environments. Earth science examines the processes that affect the earth and human environment, and uses the scientific method to explain the natural aspects of the earth and how they are constantly changing. Geographic science involves spatial analysis of the earth's features as well as human interaction with those features; and it examines the earth as a physical environment where humans live, and as a place where environments are modified by human habitation. As environmental systems of all types are increasingly affected, both by human and natural causes, the understanding of earth and geographic sciences becomes more central to an understanding of the world.

Department facilities include specialized laboratories for earth sciences, hydrogeology, and information technology. The department facilities include a state of the art geographic information technologies laboratory. Lab facilities include

- more than twenty Sun UNIX workstations,
- 40 high-end Wintel workstations,
- a variety of input and output devices, including large-format plotter and 36-inch color scanner,
- a number of the most commonly used mapping, image processing, GIS, database management, word processing, hydrogeologic, and statistical analysis software packages,
- Trimble navigation and Garmin GPS receivers,
- a variety of hydrogeologic field equipment, including flow meters, water-level indicators, pressure transducers, pumps, and meters for pH, conductivity, dissolved oxygen, and major ions.

Requirements

The Major

Earth and geographic sciences majors may graduate with either the BA or the BS degree. Majors pursuing the BA concentrate on courses focusing on urban and environmental concerns, and those which introduce more specialized aspects of the discipline. Majors pursuing the BS focus on courses in the physical environment: these include geographic information systems, geology, hydrogeology, oceanography, and weather/climate.

Please note: Each student's program must be planned with the assistance of a departmental advisor and approved by that advisor.

BA requirements include:

1. E&GSCI 101 (Global Environment) and 102 (World Regional Geography)
2. At least one designated skills course from the following list:
   - E&GSCI 200 (Geographic Skills)
   - E&GSCI 265 (Computer Applications in Geography)
   - E&GSCI 370 (Remote Sensing)
   - E&GSCI 380 (Geographic Information Systems)
   - E&GSCI 401 (Field Methods)
3. Seven other departmental courses, of which two must be at or above the 300 level and one must be at the 400 level. The student seeking to graduate with the BS degree must complete the departmental requirements listed above, and the following additional requirements:
   - At least one departmental laboratory course at or above the 300 level,
   - MATH 125 (Introductory Statistics),
   - either MATH 130 (Precalculus) or MATH 135 (Survey of Calculus), and
   - six other courses from among those offered by the Departments of Biology, Chemistry, Computer Science, and Mathematics (above the level of MATH 135), and Physics. These must be courses designed for science majors.

The Minor

To complete the minor, the student takes E&GSCI 101 and 102, and four departmental electives, of which two must be at or above the 300 level.

Advanced Course Requirements

All departmental majors and minors must consult their departmental advisors regarding mathematics, statistics, and computer science requirements for advanced courses.

Honors

Students wishing to prepare an Honors project must have achieved an overall GPA of at least 3.2 and a GPA in the major of at least 3.4. The student must also have senior standing and have completed at least seven courses in the major. A student who qualifies for Honors will, working with a faculty member, present a research proposal to a department honors committee for approval. The student will also enroll in E&GSCI 498. The department Honors Committee (3 persons) will decide on the quality of the final paper and whether it qualifies for honors, after the student has presented a final project.

Certificate Programs

The department offers two certificate programs: one in geographic information technologies, and the other in hydrogeology. Detailed information can be found in those sections of this publication.

Transfer Credit Policy

Transfer students must complete a minimum of five (out of ten) appropriate courses in their major, or three (out of six) appropriate courses in their minor, at UMass Boston.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "E&GSCI L226 (ECOS L226)," which is cross-listed with the Program in Environmental, Coastal, and Ocean Sciences.

Courses

E&GSCI 100
The Earth
This course introduces the discipline of geography and uses content material based on national standards for geographic and earth science education. The focus is on the relationships between people and their physical environments. The course also uses the tools of earth and geographic scientists. It is for non-majors only; it introduces prospective teachers of earth science and geography to the field. Students may not earn credit for both E&GSCI 100 and E&GSCI 101.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan

Department of Earth and Geographic Sciences

E&GSCI 101
The Global Environment
An analysis of the physical geographic environment including the globe, the atmosphere and ocean, climate, soils, vegetation, and landform. Positive and negative interaction of human beings with these aspects of the environment is examined where appropriate.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Gelpke, Mr Looney

E&GSCI 102
World Regional Geography
An overview of world regions in terms of physical environment, human populations and the relationship between them. Topics with a focus on diversity are discussed from an international viewpoint and center on particular countries.
Distribution I Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Duncan, Mr Gelpke

E&GSCI 110
Earth's Dynamic Systems
The basic principles of this course are embodied in the rock and hydrologic cycles. It examines the igneous, metamorphic, sedimentary, tectonic, and weathering systems of the rock cycle; and the runoff, glacial, ocean, groundwater, and atmospheric systems of the hydrologic cycle. A laboratory component includes one or more field trips to sites where geological phenomena can be viewed.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 4 Credits
Mr Brewer

E&GSCI 111
Historical Geology
A general survey of the physical evolution of the earth through time from its beginnings to the present. Temporal relationships of mountain-building episodes, economic mineral resources, distribution of continents and ocean basins and paleo-life are among the topics examined. Emphasis is given to methodology and techniques used to ascertain time relationships and how they are applied to the development of a geologic time scale.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Genes

E&GSCI 115
Environmental Geology
This course examines geological phenomena that adversely affect the human environment. Among the naturally occurring phenomena are earthquakes, weather, climate, volcanoes, tsunamis, landslides, and subsidence and erosion. Topics also include those geological impacts which are the result of human activities, such as subsidence, flooding, soil degradation, and hazardous material contamination.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Looney

E&GSCI 200
Geographic Skills
This course is a comprehensive and laboratory-based introduction to the essential skills of geographic analysis. These include map reading and interpretation (distance, direction, position, patterns); analysis of aerial photographs. especially color infra-red photos (stereo-viewing); and the presentation aspects of mapping, which includes computer-aided mapping on the PC.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 4 Credits
Mr Gelpke

E&GSCI 221
The Urban Physical Environment
An introduction to the physical environment of the city; the factors that limit or constrain human activities and the impacts of man-made conditions on the environment. Topics include: Topography, geology, the urban heat island, water, waste disposal, pollution problems, and planning for reduced hazards and impacts. Labs involve analysis of constraints in one urban area.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Duncan

E&GSCI 225
Weather and Climate
This course investigates atmospheric processes forming the basis for weather patterns and climatic development on a global scale. Major topics include earth-sun relationships, heating and cooling of the atmosphere, atmospheric circulation, pressure patterns, air mass formation and frontal systems, episodic storms, vertical zonation of climate, and the Koppen System for evaluating and classifying climatic phenomena.
Prerequisite: Sophomore standing.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Looney, Mr Mensoian

E&GSCI L226 (ECOS L226)
Introduction to Oceanography
This course offers a broad overview of the historical, geological, chemical, physical, and biological principles of oceanography. The student is introduced to plate tectonics and ocean sediments; waves, tides, and ocean circulation; the chemistry of the ocean and atmosphere; and marine life. Discussions cover the origins, present workings, and future of the oceans.
Distribution I Area: Natural Sciences.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Looney, Mr Chen

E&GSCI 250
Geography of Anglo-America
Evaluation of the geographic environment and its relationship to regional differentiation and development of the U.S. and Canada. Subjects include population distribution, physical factors (landform, climate, soils) which contribute to human patterns of land tenure, economic integration plans, urbanization, industrialization, resource imbalance and spatial differentiation and integration.
Prerequisite: Sophomore standing.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Gelpke

E&GSCI 251
Geography of Latin America
The primary focus of this course is the evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, economic integration plans, trade patterns, urbanization, land-use patterns, resource imbalance, industrialization, and spatial integration.
Prerequisite: Sophomore standing.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Mensoian

E&GSCI 253
Geography of the Middle East and Northern Africa
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, urbanization, trade patterns, land-use systems, settlement patterns, resource imbalance, and geostrategic theories and implications.
Prerequisite: Sophomore standing.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Mensoian

Department of Earth and Geographic Sciences

E&GSCI 261
Statistics for Earth and Geographic Sciences
This course focuses on fundamental statistical concepts, methods in data analysis and applications to earth and geographic sciences. Topics include frequency distributions and graphic representations, measures of central location, probability distributions of random variables. Chi square test, sample size determination and linear regressions.
3 Lect Hrs, 3 Credits

E&GSCI 265
Computer Applications in Geography
This course teaches the fundamentals and geographic applications of computers. Topics Include components of a computer system and their functions; special hardware requirements for geographic applications; DOS, UNIX, Windows 98, and Windows NT operating systems; software for geographic applications; telecommunications and computer networking; and the uses of computers in spatial analysis, form and process modeling, automated cartography, digital processing and analysis of remote sensing data, and GIS.
Distribution I Area: Natural Sciences.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Staff

E&GSCI 270
Urban Geography
This course is an introduction to the spatial analysis of cities from two different perspectives. The first approach views cities as points and focuses on themes of evolutionary distribution, differential growth patterns, Third World urbanization, and the theoretical basis of the size, spacing and function of cities. The second approach views cities as areas and is primarily concerned with the location of people and facilities inside the city. All aspects of the course are applied to the Greater Boston Area.
Prerequisite: Sophomore standing.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan and Staff

E&GSCI 280
Economic Geography
This course is an introduction to the field of economic geography. Topics include the evolution of the global economy, factors influencing the location of economic activities, and the need for sustainable economies.
Prerequisite: Permission of instructor.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan

E&GSCI 295
Hydrology
Hydrology is the science dealing with the waters of the earth—their occurrence, distribution, circulation, and chemistry. This course introduces students to the physical science of hydrology in the context of its application to real-world problems. Emphasis is placed on understanding the physical processes that form the water cycle (precipitation, evapotranspiration, runoff, infiltration, and groundwater flow).
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Dripps

E&GSCI 298
Pacific Rim Geography
This course provides students with a geographic context for understanding the Pacific Rim, through exploration of themes significant for certain areas of the Rim. Areas to be studied include Japan; four significant economic powers-Hong Kong, Singapore, South Korea, and Taiwan; the emerging industrial states of Indonesia, Malaysia, the Philippines, and Thailand; and three countries rich in resources-Australia, New Zealand, and Papua New Guinea.
Distribution I Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan

E&GSCI 302
Geomorphology
A topical approach to the analysis of landforms and the processes responsible for their formation. Map and aerial photographic interpretation are used to demonstrate the relationship of underlying structure to destructive and constructive processes at various stages of landform development. Environmental, regulatory, and other applications are discussed.
Prerequisite: E&GSCI 110, or 101, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Genes

E&GSCI 312
Glacial and Quaternary Geology
The significance and effects of the last ice age. Causes of ice ages, ice dynamics, comparison of glacial events of North America to glacial events throughout the world and current investigations concerning ice ages are among the topics discussed. Controversies concerning scientific acceptance of ice ages, the mode of ice movement, and predictability of climate allow for insight into the present and ongoing development of a science.
Prerequisite: E&GSCI 111 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Genes

E&GSCI 324
Coastal Zone Management
This course is concerned with coastal environmental problems and their solutions. It discusses in general the identification of the component parts of the coastal zone and the development of appropriate policies for their management. Field trips to representative areas are required relative to Mass CZM.
Prerequisite: E&GSCI 226 or 227 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Looney

E&GSCI 327
Estuarine Geography
This course focuses primarily on abiotic and physical factors in shallow water coastal environments. Particular emphasis is given to detailed examinations of Massachusetts. The course includes field trips.
Prerequisites: E&GSCI 226 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Looney

E&GSCI 330
Quantitative Hydrogeology
This course reviews standard quantitative aspects of hydrogeology and then applies a series of computer models to a number of different hydrogeological situations. Field data from pump tests, slug tests, and contaminant flow are investigated with programs such as modflow, graphic groundwater, rock ware, and aquifer test in order to ascertain important groundwater characteristics.
Prerequisite: E&GSCI 295.
3 Lect Hrs, 3 Credits
Mr Dripps

E&GSCI 340
Planning and Land Use Law
A study of the law as it has developed and applies to the planning process and the regulation of land use in the United States, with emphasis on Massachusetts.
Prerequisite: E&GSCI 270 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Mensoian

Department of Earth and Geographic Sciences

E&GSCI 341
Urban Land Use
A field work approach to land-use analysis in a local area. Class work involves designing a land-use classification system, basic map reading, and discussion of land-use problems in the selected area. Students are expected to field map and classify existing land uses, analyze the present problem, identify conflicts and pose possible solutions. Some field work is required.
Prerequisite: It is recommended that students complete E&GSCI 270 before enrolling in this course. Permission of instructor.
2 Lect Hrs, 1 Field Work Hr, 3 Credits
Ms Duncan

E&GSCI 352
Political Geography
A functional approach to the study of state formation and evolution. Analysis of the role of geopolitical factors as they relate to the development of internal and external tensions, boundary formation, sea frontiers, capital cities and core areas, territoriality and state-identification, and spatial organization. Geostrategic theories and major writings in the field are stressed.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Mensoian

E&GSCI 355
Historic Environments
A description, evaluation, and analysis of present North American physical environments and how they have been altered by our urban-industrial evolution. The course focuses on the historical development of interactions among settlements, economic activity, resource exploitation, waste disposal, technologies and the natural setting, culminating in how we have arrived at our current altered or damaged environments. Several field trips are required
3 Lect Hrs, 3 Credits
Mr Gelpke

E&GSCI 360
Computer and Analytical Cartography
Topics include cartographic design, cartographic transformations, digital data formats, software for automated cartography, generation of computer maps, and cartographic modeling.
Prerequisite: E&GSCI 265.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

E&GSCI 370
Remote Sensing
This is an introductory course on the principles and techniques of remote sensing. It covers the physical principles of electromagnetic radiation, remote sensing systems, interpretation of aerial photographs, satellite remote sensing data, thermal and radar imagery, and applications of remote sensing.
Prerequisite: E&GSCI 265.
3 Lect Hrs, 3 Lab Hrs, 4 credits

E&GSCI 375
Urban Planning
A case method approach to urban planning. Students are supplied with a standard "request for a proposal" for a master plan. As an end product, they must present and submit a proposal for review. Class work focuses on how to use the planning process to design a master plan and on various approaches to designing zoning ordinances and land-use controls.
Prerequisite: E&GSCI 270 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Duncan

E&GSCI 378
Resource Management
Using geographic concepts and tools (including maps), this course considers in depth the environmental impact of development on the resource base, particularly on water and related land resources in Massachusetts. The course also considers the impact of geographic patterns developed by urbanization; the service economy; efforts to deal with environmental impact statements; various relevant agencies; legal controls; and other forces affecting the environment. A major project is required.
Prerequisites: E&GSCI 101 and 110.
3 Lect Hrs, 3 Credits
Mr Gelpke

E&GSCI 380
Introduction to Geographic Information Systems
This course is concerned with computer handling of spatial data. It covers essential elements of a GIS, hardware requirements, GIS software, data acquisition, data structures, spatial databases, methods of data analysis and spatial modeling, and applications of GIS in solving a variety of environmental and economic problems.
Prerequisite: E&GSCI 265.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

E&GSCI 381
Applications of Geographic Information Systems
This course is designed to give students an overview of geographic information systems (GIS) applications, a thorough understanding of the design and operation of some commonly used GIS packages, and the practical experience of using a GIS to solve a real world problem. Students go through the entire process from project design to data collection and analysis to the presentation of results.
Prerequisite: E&GSCI 380.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Staff

E&GSCI 385
Applied Hydrogeology
This course provides comprehensive coverage of ground water hydrology, from theory to practice, with application to issues of ground water supply, ground water quality, and ground water resource management.
Prerequisite: E&GSCI 295.
3 Lect Hrs, 4 Credits
Mr Dripps

E&GSCI 401
Field Methods
A practical course in the use of field equipment and techniques. Students are required to take field trips and complete a project.
Prerequisite: Permission of instructor.
2 Lect Hrs, 2 Fieldwork Hrs, 3 Credits
Mr Dripps

E&GSCI 410
Cartographic Design and Communication
This seminar course teaches the effective design of maps for communicating spatial knowledge and analyzing of geographical data. The course introduces the theory of cartographic design, studies the language of cartography, and examines examples of maps produced by private companies and governments.
Prerequisite: E&GSCI 360 or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Earth and Geographic Sciences

E&GSCI 415
Multimedia Cartography
The object of this course is to teach theoretical principles of multimedia cartography, and the techniques to implement them. This is accomplished by introducing the principles of multimedia cartographic design. Students learn how to integrate maps with pictures, images, data, movies, and sound, and acquire the technical knowledge necessary to develop multimedia products.
Prerequisite: E&GSCI 360 or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

E&GSCI 417
Internet Geography
The objective of this course is to study the theoretical principles of Internet geography, and in particular of Internet cartography and Internet Geographic Information Systems (GIS), and to learn how to design and implement a website using geographical data and GIS or mapping-based software. A basic knowledge of computer cartography and GIS is required.
Prerequisites: E&GSCI 360 and E&GSCI 370, or permission of instructor.
3 Lect Hrs, 3 Credits

E&GSCI 444
Cooperative Education Field Experiences in Earth and Geographic Sciences
In this program majors are placed in paid work positions. Credit is awarded only to those who complete an approved learning prospectus, including working reports and a substantial research project. Note: No more than a total of 6 credits in E&GSCI 444 or E&GSCI 499 may be counted toward the major.
Prerequisites: Major standing in department with over 30 semester hours of credit; minimum grade-point average of 2.5; permission of chair; by departmental invitation only.
3 or 6 Credits

E&GSCI 460
Digital Image Processing in Remote Sensing
This course is concerned with the computer processing and analysis of remote sensing data. Topics include radiometric and geometric characteristics of remotely-sensed data, image processing systems, image restoration, enhancement techniques, thematic information extraction, classification accuracy assessment, and integration of remote sensing and geographic information systems.
Prerequisites: E&GSCI 265 and 370, and MATH 125.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

E&GSCI 471
Arc Macro Language
This course is designed to respond to the strong demand of the booming GIS (Geographic Information Systems) industry for Arc Macro Language (AML) programming skills. It teaches the concepts and techniques of AML. Students learn to write AML programs for automating frequently performed ARC/ INFO functions, standardizing procedures for particular organizations, providing utilities to help inexperienced users perform complex operations, and developing customized graphic user interfaces to meet the specific needs of various applications.
Prerequisite: E&GSCI 381.
3 Lect Hrs, 3 Credits
Staff

E&GSCI 472
C Programming for Geoscience Applications
This course teaches the basic concepts and skills of C programming. It emphasizes the characteristics of geoscience applications and special programming techniques for spatial data processing. Exercises include writing programs for statistical analysis, implementation of geoscience models, and reading, analysis, and graphic presentation of spatial data such as digital elevation models, digital line graphics, and TIGER files.
Prerequisite: E&GSCI 265 or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

E&GSCI 478
Independent Study
A course stressing research topics under the direction of individual faculty members. An outline paper is available in the department office which students must read before signing up for this course.
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 3 Credits

E&GSCI 479
Independent Study
See E&GSCI 478.

E&GSCI 480
Special Topics
A seminar to examine current research in the geosciences. Students and faculty prepare discussions on relevant topics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

E&GSCI 498
Honors Work
This is a research reading and writing course that will have as its ultimate goal the production of an honors thesis or work product consistent with the disciplines of earth science and geographic science. Such projects would include topics related to GIS, remote sensing, urban or environmental planning, groundwater issues and other related material. The project must demonstrate a high level of competency consistent with an Honors designation.
Prerequisites: Completion of at least seven courses in the major; overall GPA of 3.2; GPA in the major of 3.4; senior standing.
3 Lect Hrs, 3 Credits

ENGINEERING PROGRAM

Faculty

Gregory Sun, Associate Professor and Director; Assistant Professor Tomas Materdey; Instructors Wei-Lee Shia, Lalitha Rao

The Program

For students wishing to major in this field, the Engineering Program offers several options that make it possible for them to live and work in the Boston area while completing either two or three years of the course work required for the bachelor's degree in engineering. The program has been developed in cooperation with UMass Amherst, UMass Lowell and UMass Dartmouth, and UMass Boston has articulation agreements with these campuses as well as with many private area institutions.

A student who is admitted to the program and successfully completes the first two years is guaranteed admission to other schools of engineering within the UMass system and the Engineering School at Northeastern University to complete a degree in civil, electrical, mechanical or industrial engineering.

For students wishing to study electrical engineering there are several choices. First, they may enroll in a collaborative degree program with UMass Lowell in which they complete three years of study at the Boston campus, spend the senior year at the Lowell campus, and receive the BS in electrical engineering from UMass Lowell. This curriculum includes a computing concentration component or a computing foundation component in addition to the standard electrical engineering sequence.

Alternatively, students may choose to take selected third year electrical engineering courses at UMass Boston, offered through distance learning technology in collaboration with UMass Amherst, UMass Lowell and UMass Dartmouth, before transferring to another campus in the UMass system. Finally, transfer agreements with local, private institutions have been established through which electrical engineering majors who complete the two-year program at UMass Boston may transfer to Boston University, Northeastern University, Tufts University, or the Wentworth Institute.

Engineering students who wish to complete their education at UMass Boston may pursue a degree in engineering physics. This discipline, a branch of applied science that emphasizes both engineering and physics, is a challenging general alternative to the more specialized undergraduate engineering curriculum. For complete information, see the "Engineering Physics" section of this publication.

Engineering Majors

A student enrolled in the Engineering Program can later major in one of four areas:

Civil Engineering

Civil engineers are concerned with construction, transportation systems, water resources, pollution, hydraulics, soil mechanics, foundation engineering, surveying and mapping, structural engineering, urban planning, and ocean engineering.

Electrical Engineering

Electrical engineers apply electrical and mathematical principles to the solution of engineering problems, and to the design of the electrical and electronic equipment of the future. Modern communications systems, high speed computers and biomedical instrumentation are just a few of the creations of electrical engineers. Students in this area have the option to study computer systems engineering.

Industrial Engineering

Industrial engineers are concerned with the design, installation, analysis and improvement of integrated systems of new materials and equipment. These systems are found in nearly all organizations and at all levels within the organization. Major areas of interest include health delivery systems, manufacturing and production systems, and large scale facilities planning.

Mechanical Engineering

Mechanical engineers use the principles of dynamics, solid mechanics, fluid and gas dynamics, heat transfer, thermodynamics, and material science together with mathematical and computer methods for application to research, development, design, and management in industry, government, and engineering education.

Engineering Curriculum and Degree Requirements

While at the Boston campus, students enrolled in the Engineering Program follow a pattern of course work that closely parallels the curriculum followed by students in one of the four engineering majors who begin their studies at the School of Engineering at UMass Amherst or at Northeastern University.

Engineering Courses

- Introduction to Engineering (ENGIN 103), which provides a general overview of the field and is taken in the first semester of the freshman year.
- Two semesters in the student's chosen major, taken during the sophomore year.

Students take a total of three to six engineering courses.

Chemistry Courses

- Two courses in chemical principles (CHEM 103-104).

Mathematics Courses

- Two semesters of freshman year calculus (MATH 140-141).
- Two sophomore year courses, including a third calculus course and an additional course that varies depending on major.
- A required second semester freshman year course in C language programming.
- An additional mathematics elective course, usually taken in the junior year, but optional for sophomores if schedules permit.

Students take a total of five to six mathematics courses.

Physics Courses

- Two semesters of calculus-based fundamentals of physics (PHYSIC 113-114) with laboratories (PHYSIC 181 and 182).
- For majors in electrical engineering, an additional semester of physics (PHYSIC 211: Introduction to Contemporary Physics).

Students take a total of two to three physics courses.

Additional Course Work

In addition to the specific requirements listed above in engineering, chemistry, mathematics, and physics, students take additional course work in English, the humanities, social sciences and physical sciences in order to meet the graduation requirements of the institution to which they will transfer. Transferring students need not meet CSM graduation requirements, such as completing the core curriculum and passing the Writing Proficiency Examination.

Engineering Program

Engineering Courses

ENGIN 103
Introduction to Engineering
This course, required for all freshman engineering students, introduces various fields of engineering through the use of selected engineering design problems. It also asks students to examine the kind of ethical problems engineers encounter in the course of their work.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
Prerequisite: MATH 130.
3 Lect Hrs, 3 Credits

ENGIN 202
Statics (Mechanical Engineering)
A vector treatment of the equilibrium of particles and rigid bodies. Topics include: vector algebra, forces, moments, couples, equations of equilibrium, free-body diagrams, graphical techniques, constraints, structures and mechanisms, friction, centroids and moments of inertia, the method of virtual work. (Course offered in the fall only.)
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

ENGIN 203
Engineering Graphics and Design (Mechanical Engineering)
Introduction to basic principles of mechanical engineering design and basic graphics including design process, engineering analysis, and instrumentation. (Course offered in the fall only.)
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

ENGIN 221
Strength of Materials I
Notions of stress, strain and Mohr's circle; tension; shear and torsion; plane stress and plane strain; moments of inertia. Shear force and bending moment diagrams. Depletion of beams; indeterminate beams; Castigliano's principle; plastic bending of beams. Mechanical properties of materials. (Course offered in the spring only.)
Prerequisite: ENGIN 202.
3 Lect Hrs, 3 Credits

ENGIN 222
Dynamics
A vector treatment of dynamics. Kinematics of a particle in two and three dimensions. Dynamics of a particle; momentum, moment of momentum, and work-energy. Rigid bodies in plane motion; kinematics and dynamics. Relative motion. (Course offered in the spring only.)
Prerequisite: ENGIN 202.
3 Lect Hrs, 3 Credits

ENGIN 231
Circuit Analysis I
Mathematical models for circuit elements, basic circuit laws, techniques for writing and solving circuit equations. Circuit theorems, operational amplifiers, first- and second-order circuits. Numerical methods of circuit analysis.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

ENGIN 232
Circuit Analysis II
Concepts relating to the analysis of AC circuits, frequency response, resonance, quality factor, power, three-phase systems, complex frequency, transfer functions, transformers, two-port networks, Laplace transform, and Fourier analysis.
Prerequisite: ENGIN 231.
3 Lect Hrs, 3 Credits

ENGIN 241
Digital Systems with Lab
Concepts of digital measurement, counting, timing and switching, basic logic concepts, basic theorems in Boolean algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counters, registers and readouts, and other combinational and sequential circuits. Note: When this course is not being offered, students may instead take PHYSIC 392 (Digital Electronics with Lab).
Prerequisite: Sophomore standing as engineering major.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

ENGIN 271
Circuit Lab I
An introductory electrical measurements and linear circuit analysis laboratory to accompany ENGIN 231 (Circuit Analysis I). Topics include voltage and current division in resistive networks, circuit theorems, operational amplifiers, first- and second-order circuits, power transfer, capacitors and inductors.
Corequisite: ENGIN 231 or permission of instructor.
3 Lab Hrs (every other week), 1 Credit

ENGIN 272
Circuit Lab II
An electrical measurements laboratory to accompany ENGIN 232 (Circuit Analysis II). Topics include ac power and phase measurements, frequency response, transformers, Laplace and Fourier analysis.
Prerequisites: ENGIN 231 and 271.
Corequisite: ENGIN 232 or permission of instructor.
3 Lab Hrs (every other week), 1 Credit

ENGIN 291
Analog Electronics I with Lab
A brief introduction to semiconductor physics, leading to physical characteristics of pn junction diodes, bipolar junction transistors, and field effect transistors. Circuit models for diodes, transistors and operational amplifiers and their use in practical circuits. Analysis of linear circuits based on application of circuit models of devices and circuit theory. Note: When this course is not being offered, students may instead take PHYSIC 391 (Basic Electronics with Lab).
Prerequisites: ENGIN 231 and 271.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

ENGIN 321
Linear Systems Theory I
The concepts of signals and systems arise in all areas of technology, e.g., signal processing. This course provides an introduction to the analysis in the time-and frequency-domain using continuous-time and discrete-time Fourier and Laplace transforms. Other topics include linear input/output differential equations, convolution, generalized Fourier transform, discrete-time Fourier transform, impulse response function, transfer function.
Prerequisites: MATH 140 and ENGIN 232.
3 Lect Hrs, 3 Credits

ENGIN 322
Linear Systems Theory II
An introduction to probabilistic description (via the probability density function or distribution function) and statistical description, via the ensemble average, variance, etc. of random signals as applied to the analysis of linear systems. Other topics include conditional probability, statistical independence, correlation, sampling theory, confidence intervals, hypothesis testing, stationary and ergodic processes, auto- correlation and cross-correlation functions, spectral density, and their interconnections.
Prerequisite: ENGIN 321.
3 Lect Hrs, 3 Credits

ENGINEERING PHYSICS MAJOR

Faculty

See the Department of Physics and the Engineering Program sections of this publication.

The Curriculum

Engineering physics is a branch of applied science which emphasizes both engineering and physics. It is a challenging general alternative to the traditionally more specialized undergraduate engineering curricula, offering flexible options for professional growth. The engineering physics curriculum is designed to provide a firm foundation of basic scientific principles, as well as the practical knowledge and skills required for specific engineering applications. The curriculum is equally suitable for students intending to pursue careers in industrial research and development, and for those preparing for graduate studies in a variety of scientific and technical areas.

The basic engineering physics curriculum consists of the first two years of a standard engineering program, followed by upper division courses equivalent to those required for a bachelor of science degree in physics. Students select a concentration of technical electives in one of a number of currently marketable areas: applied physics, properties of materials, computer science, or digital electronics. (Concentrations in other areas may be tailored to fit individual interests.) Students receive realistic, practical, problem oriented training in an advanced projects laboratory and seminar, designed with the cooperation of representatives from some of Massachusetts' outstanding high-tech industrial firms.

Requirements and Recommendations

The requirements for this degree are outlined below. Note that this listing is inclusive; no additional courses are required.

- Introductory courses: PHYSIC 113, 114, 181, 182, and 211; ENGIN 103 (intended for first semester freshman students), 231, 232, 271, and 272; MATH 140, 141, 240, and CS 110 or approved substitute; CHEM 103-104; ENGL 101, 102, and the writing proficiency examination.
- Intermediate and advanced courses: PHYSIC 214, 281, 312, 321, 322 (or approved substitute), 382, (or approved substitute), 391 (or ENGIN 291), 392 (or ENGIN 241), 421, ENRPHY 481 and 482; MATH 260, 310, and an approved 300-level elective.
- An elective sequence of six 3-credit engineering and applied science courses in an approved area of concentration. There are four currently available areas. Other areas are also available to suit students' individual interests.

Area A. Applied Physics: ENGIN 202, 203, 221, PHYSIC 350, and two of the following courses: PHYSIC 600, 601, 602, 608, 615.

Area B. Properties of Materials: ENGIN 202, 221, 230, and one of the following tracks:

- Physical Chemistry: CHEM 311, 312, 313, 314
- Inorganic Chemistry: CHEM 361 or 408; CHEM 369, 370, 379
- Organic Chemistry: CHEM 253, 254, and 351

Area C. Computer Science: ENGIN 202, 221, CS 210, 240, 260, and 310, or an applications course satisfying the Computer Science Minor Certificate, or a computer course at the level of CS 310 or above.

Area D. Digital Electronics: ENGIN 202, 221, CS 210, 240, PHYSIC 600 and either 601 or 608.

Students interested in engineering physics should obtain individual advice and guidance from the physics department at their earliest opportunity.

Transfer Credit Policy

See the "Physics" section of this publication.

Courses

(See also the Department of Physics and the Engineering Program sections of this publication.)

ENRPHY 481-482
Engineering Physics Advanced Projects Lab and Seminar
Individual projects laboratory under the guidance of faculty in experimental and applied physics. An opportunity for the student to coordinate knowledge from mathematics, basic sciences and engineering sciences in the development of a specific project. Selected projects will emphasize design, analysis, development and evaluation; they will be chosen to simulate, as closely as possible, situations that might occur in industrial research and development.
Prerequisite: Senior standing as an engineering physics major.
4 Credits

ENVIRONMENTAL, COASTAL, AND OCEAN SCIENCES PROGRAM

Faculty

Curtis R Olsen, Professor and Chair; Professors Joseph J Cooney (Emeritus), William E Robinson; Associate Professors Robert E Bowen, Robert F Chen, Eugene D Gallagher, Gordon T Wallace, Meng Zhou; Assistant Professors Daniel Brabander, Juanita L Urban-Rich; Adjunct Professors Michael P Shiaris, David G Terkla, Hans van Willigen, John C Warner; Adjunct Associate Professors George B Gardner, Xuchen Wang; Adjunct Assistant Professors Sarah D Oktay-Quigley, Peter J Taylor

The Program

This graduate program offers studies leading to master's and doctoral degrees in environmental sciences. The program also provides some undergraduate courses and research opportunities that can be used to meet science requirements for the baccalaureate degree or course credits for independent majors in environmental science.

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ECOS L120 (ENVSTY L120)," which is cross-listed with the Environmental Studies Program.

Courses

ECOS L120 (ENVSTY L120)
Introduction to Environmental Sciences
This course offers a broad overview of the physical, chemical, biological, and geological principles underlying the environmental sciences. Students are introduced to natural processes and interactions in the atmosphere, in the ocean, and on land. The course focuses on biogeochemical cycling of the elements, as well as on changes in these natural cycles with time, especially recent anthropogenic effects.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits Mr Chen

ECOS L226 (E&GSCI L226)
Introduction to Oceanography
This course offers a broad overview of the geological, chemical, physical, and biological principles of oceanography. The student is introduced to plate tectonics and ocean sediments; waves, tides, and ocean circulation; the chemistry of the ocean and atmosphere; and marine life. Discussions cover the origins, present workings, and future of the oceans.
Distribution Area: Natural Sciences.
Prerequisite: Sophomore standing or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Looney, Mr Chen

ECOS 250
Today's Issues in Environmental Science
Designed for non-science majors, the course explores the complex environmental problems facing our society today. These issues can be placed under three headings: Population, Resources, and Pollution. Worldwide, national and individual perspectives (and actions) are emphasized, and environmental "doom-and-gloom" scenarios are avoided. The course seeks to demonstrate that environmental awareness and citizen concern may result in far-reaching environmental improvements.
Prerequisite: Sophomore standing.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

ECOS 260 (ENVSTY L260, subject to University approval)
Global Environmental Change
This course examines the cross-disciplinary (astronomical, geophysical, chemical, and biological) interactions and cycles that cause global environmental change and the impact of human activities on natural earth-ecosystem processes, including global warming, pollution, resource use, deforestation, ozone depletion, and biodiversity reduction. The environmental, social, and economic trade-offs associated with policy and management decisions will also be discussed.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 credits
Mr Olsen

ECOS L367 (ENVSTY L367)
Introduction to Biological Oceanography/Marine Biology
This course will examine some of the dominant habitats within the marine world in terms of the organisms that inhabit these regions, the biological and chemical processes that are dominant within those environments, and the impact of that habitat on the ocean as a whole and on humans.
Prerequisite: BIOL 210 or 212, ENVSTY 120, or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Urban-Rich

ECOS 397
Special Topics
Provides an opportunity for presentation of particularly timely lectures/laboratories/field material which do not fall under the purview of any other course.
Prerequisite: Permission of instructor.
1-4 Credits

ECOS 479
Independent Study
This course provides an opportunity for a qualified, advanced student to work on a specialized topic or research project in environmental sciences under the guidance of a faculty advisor outside the traditional lecture/ discussion/laboratory framework. Meetings between the student and faculty member take place during the project to define goals and expectations and to facilitate the work.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-3 Credits

ENVIRONMENTAL STUDIES PROGRAM

Faculty

Daniel Brabander, Assistant Professor and Director; Robert Beattie, Assistant Professor and Associate Director

The Program

The Environmental Studies Program is an interdepartmental program of study offering students at the undergraduate level a broad-based interdisciplinary curriculum focusing on the environment. The program was created to address the complexity of the environmental problems facing all of us in the coming years, and to acknowledge their cross-disciplinary nature. Environmental problems and solutions involve scientific, social, and political considerations. These problems range from local to global; they have an impact on economic growth, food production, human health, and the overall quality of life for all living things. Solutions require practitioners trained to comprehend not only the functioning of the biosphere, but also the uses and limits of technology, the relationship between healthy environments and economic well-being, and the nature of public policy decision-making. The program is aimed at students seeking to understand the underlying causes of environmental problems, and to make preserving and improving the environment part of their personal and professional lives.

The environmental studies curriculum provides breadth in understanding of environmental issues and depth of specialization encompassing the natural and social sciences. Students with an interest in the environment, regardless of their major, may complete the program of study in environmental studies.

Requirements

Students in the program complete a set of six core courses plus an internship, and undertake advanced course work in one of the two program tracks. The program's Environmental Science Track is designed for students in the natural sciences, and the Environment and Society Track for students in the social sciences or humanities.

Courses completed for the Environmental Studies Program may also be used to satisfy University distribution and core requirements, and major department requirements (up to four courses). Three of the nine courses in the program of study must be at the 300 or 400 level.

For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Core Courses

One course chosen from each of the following categories.

1. Introduction to Environmental Studies
   - ENVSTY 101 (The Nature of Environmental Problems)
2. Biological Foundation
   - BIOL 102 (Evolutionary Biology)
   - BIOL 112 (General Biology II)
3. Physical Sciences Foundation
   - ENVSTY L111 (CHEM L111) (Chemistry and the Environment)
   - ENVSTY L120 (ECOS L120) (Introduction to Environmental Science)
   - CHEM 103 (Chemical Principles I)
   - CHEM 104 (Chemical Principles II)
   - E&GSCI 101 (Global Environment)
   - E&GSCI 115 (Environmental Geology)
   - ECOS L260 (ENVSTY L260) (Global Change)
4. Economics Foundation
   - ECON 101 (Introduction to Microeconomics)
5. Social Sciences/Humanities Foundation
   - PHIL C108 (Moral and Social Problems)
   - PHIL C205 (Inquiry and Investigation)
   - PHIL 220 (Environmental Ethics)
   - POLSCI 203 (Public Policy)
   - ENVSTY L250 (POLSCI L250) (Environmental Policymaking)
6. Internship
   - ENVSTY 301 (Internship in Environmental Studies)
7. Advanced Seminar in Environmental Studies
   - ENVSTY 401 (Environmental Problem Analysis and Policy Formulation)

Advanced Courses

Environmental Science Track

Two of the following courses:

- BIOL Z200 (Coastal Ecology)
- BIOL 328 (Plant Life)
- BIOL 330 (Biology of Fishes)
- BIOL 333 (Marine Invertebrates)
- BIOL 334 (Microbiology)
- BIOL 338 (Insect Life)
- BIOL 342(Ecology)
- BIOL 344 (Ornithology)
- BIOL 346 (Maritime Ecology)
- BIOL 352 (Evolution)
- CHEM 253 (Organic Chemistry I)
- CHEM 254 (Organic Chemistry II)
- CHEM 311 (Analytical Chemistry)
- ECOS L367 (ENVSTY L367) (Introduction to Biological Oceanography/Marine Biology)
- E&GSCI L226 (ECOS L226) (Physical Oceanography)
- E&GSCI 295 (Groundwater)
- E&GSCI 330 (Quantitative Hydrogeology)
- E&GSCI 370 (Remote Sensing)
- E&GSCI 380 (Introduction to Geographical Information Systems)
- E&GSCI 385 (Applied Hydrogeology)
- ENVSTY 375 (Environmental and Forensic Geochemistry)

Environment and Society Track

Two of the following courses:

- ART 436 (The American Suburb)
- ECON 345 (Natural Resources and Sustainable Development)
- ECON 349 (Economic Approaches to Environmental Problems)
- E&GSCI 324 (Coastal Zone Management)
- E&GSCI 340 (Planning and Land Use Law)
- E&GSCI 370 (Remote Sensing)
- E&GSCI 378 (Resource Management)
- E&GSCI 380 (Introduction to Geographic Information Systems)
- ENGL 408 (American Romanticism)
- ENVSTY L240 (AMST L240) (U.S. Environmental History)
- ENVSTY L250 (POLSCI L250) (Environmental Policymaking)
- PHIL 215 (Philosophical Foundations of Public Policy)
- PHIL 220 (Environmental Ethics*)
- PHIL 307 (Technology and Values)
- POLSCI 203 (Public Policy*)
- POLSCI 348 (Science and Public Policy)
- SOCIOL 373 (Population and Ecology)
- MKT 415 (Environmental Issues in Marketing/Management) (College of Management)

* PHIL 220, ENVSTY L250, and POLSCI 203 may be used to fulfill either a core or specialized environmental studies program requirement, but not both.

Transfer Credit Policy

Transfer credit may be arranged with the permission of the director of the program.

Pass/Fail Option

One course, in addition to the internship (ENVSTY 301), may be taken pass/fail and applied to the program.

Environmental Studies Program

Cross-listed Courses

Courses preceded by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ENVSTY L250 (POLSCI L250)," which is cross-listed with the Political Science Department.

Courses

ENVSTY 101
The Nature of Environmental Problems
An introduction to environmental issues and analysis emphasizing comparisons between the sustainable characteristics of ecosystems, both natural and human, and the human impacts on the Earth's life support systems. Topics include human population growth, food production, use of natural resources, pollution, loss of bio-diversity, and conservation strategies.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Brabander, Mr Beattie

ENVSTY L111 (CHEM L111)
Environmental Concerns and Chemical Solutions
Human society is constantly facing such environmental issues and problems as ozone depletion, air pollution, acid rain, and the dangers of nuclear energy. This course provides students with a foundation in chemistry that can be used to examine these and other environmental concerns. A combination of hands-on-work and small-group projects illustrates the science behind these issues, and helps students develop an unbiased view.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Warner

ENVSTY L120 (ECOS L120)
Introduction to Environmental Sciences
This course offers a broad overview of the physical, chemical, biological, and geological principles underlying the environmental sciences. Students are introduced to natural processes and interactions in the atmosphere, in the ocean, and on land. The course focuses on biogeochemical cycling of the elements, as well as on changes in these natural cycles with time, especially with recent anthropogenic effects.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Chen

ENVSTY L246 (AMST L246)
U.S. Environmental History
Since human beings first arrived in the land that we know today as the United States, they have altered its landscape, natural resources and ecosystems and have in turn had their actions and values changed by these elements. The course explores these interactions from the time of the earliest Native American settlers to today's multicultural society—from problems that were primarily related to land use and food resources to such complex contemporary issues as air and water pollution, resource scarcity, species extinction, and global warming. Central to the course is the question of whether understanding the historical roots of environmental problems helps to identify possible solutions.
Distribution I Area: Historical and Cultural Studies.
Distribution II Area: Humanities.
3 Lect Hrs, 3 Credits
Mr Rudnick

ENVSTY L250 (POLSCI L250)
Environmental Policymaking
This course provides an overview of environmental policymaking in the US and to a lesser degree internationally. It examines how environmental knowledge is turned into laws, regulations, management practices, and social behavior. Through case studies and role-playing, students experience the dynamic interplay of science, interest group politics, economic and institutional constraints, and value-based social movement organizing.
Distribution I Area: Social and Behavioral Sciences.
Distribution II Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Beattie

ENVSTY L260 (ECOS L260; subject to final University approval)
Global Environmental Change
This course examines the cross-disciplinary (astronomical, geophysical, chemical and biological) interactions and cycles that cause global environmental change and the impact of human activities on natural Earth-Ecosystem processes, including global warming, pollution, resource use, deforestation, ozone-depletion, and biodiversity reduction. The environmental, social, and economic trade-offs associated with policy and management decisions will also be discussed.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Olsen

ENVSTY Z280
Special Topics in Environmental Studies
The course covers a variety of areas in environmental studies. The topic is announced during preregistration period.
Variable Hrs, 1-3 Credits

ENVSTY 301
Internship in Environmental Studies
The internship requires a minimum of 100 hours of service doing environmental work with government, non-government, corporate, or research organizations. The program can assist students in finding appropriate internship placements. Each student's supervisor at the placement organization provides a report on the intern's performance and students submit a paper to the program director describing their internship experience. The number of credits varies according to the number of internship hours. This course may be taken on a pass/fail basis only.
Prerequisite: Permission of program director.
Variable Hrs, 1-3 Credits

ENVSTY 364 (subject to final University approval)
Environmental Justice
Environmental justice is defined by the state of Massachusetts as the equal protection and meaningful involvement of all people with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies and the equitable distribution of environmental benefits. This course provides an overview of environmental justice as an aspect of U.S. environmental policy. The goal of the course is to give students the ability to develop and articulate informed opinions about environmental justice, to understand how the concept came into use, and to think critically about measuring and solving environmental justice problems. The course uses written assignments, case studies, and role-playing exercises to help students develop the analytical skills necessary to tackle this topic.
3 Lect Hrs, 3 Credits
Mr Beattie

Environmental Studies Program

ENVSTY L367 (ECOS L367)
Introduction to Biological Oceanography/Marine Biology
This course will examine some of the dominant habitats within the marine world in terms of the organisms that inhabit these regions, the biological and chemical processes that are dominant within those environments, and the impact of that habitat on the ocean as a whole and on humans.
Prerequisite: BIOL 210 or 212, ENVSTY 120, or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Urban-Rich

ENVSTY 375 (subject to final University approval)
Environmental and Forensic Geochemistry
Environmental and forensic scientists need to be able to predict the fate of toxic elements and anthropogenic compounds in the environment. This course introduces a toolbox of geochemical approaches to fingerprint sources and model transport, including mass balance, residence time, thermodynamic and kinetic modeling, and isotope fractionation. We will then examine several classic case studies and conduct our own geochemical investigations through semester-long, small-group research projects.
3 Lect Hrs, 2 Lab Hrs, 4 Credits
Mr Brabander

ENVSTY 380
Special Topics in Environmental Studies
The course covers a variety of areas in environmental studies at an advanced level. The topic is announced during preregistration period.
Prerequisite: Permission of program director.
Variable Hrs, 1-3 Credits

ENVSTY 401
Environmental Problem Analysis and Policy Formulation
This is the capstone course for students who enroll in the Environmental Studies Program. Students in this small seminar analyze a particular environmental problem, often one directly associated with UMass Boston or its immediate community. Students examine the technical, social, and political aspects of the problem, determine whether policy changes or other initiatives are necessary, and develop a plan of action. Recent topics have included reducing the environmental "footprint" of UMass Boston and evaluating watershed management for communities near Boston.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Beattie, Mr Brabander

ENVSTY 478
Independent Study
Research and reading in a selected area of environmental studies, guided by a faculty advisor.
Hrs by Arrangement, 1-3 Credits

GEOGRAPHIC INFORMATION TECHNOLOGIES PROGRAM

The Program

The Geographic Information Technologies Program, administered through the Department of Earth and Geographic Sciences, offers a number of courses teaching the concepts, principles, techniques, and applications of computer cartography, remote sensing and digital image processing, geographic information systems (GIS), global positioning systems (GPS), and digital photogrammetry. The program is designed for majors in Earth and Geographic Sciences (E&GSCI) or any other discipline that makes use of spatial data, and for non-matriculated students who wish to acquire the necessary background and skills for employment in the field of geographic information technologies.

The program concentrates on four distinct areas: (1) cartography, (2) remote sensing, (3) geographic information systems, and (4) numerical modeling of geographic and environmental systems. Students will become familiar with the techniques and underlying principles of the collection, manipulation and analysis of geographic data and the effective presentation of information. Most of the courses offered through the program are computer-based.

Eligibility

The program is open to all undergraduates at the University of Massachusetts Boston, as well as to non-matriculated students, and to working professionals who are interested in obtaining a certificate of study. Earth and geographic sciences majors may enroll in the program; four courses taken as part of the program may count toward their major. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Requirements

Six courses are required for completion of the program. There are currently two tracks in the program: one in remote sensing and one in geographic information systems. Students in the remote sensing track are required to take

- E&GSCI 370 (Remote Sensing),
- E&GSCI 460 (Digital Image Processing in Remote Sensing), and
- E&GSCI 380 (Introduction to Geographic Information Systems)

Students in the GIS track are required to take

- E&GSCI 360 (Computer and Analytical Cartography),
- E&GSCI 380 (Introduction to Geographic Information Systems), and
- E&GSCI 381 (Applications of Geographic Information Systems).

E&GSCI 265 (Computer Applications in Geography) is a prerequisite for all required courses in the program. The prerequisite may be waived for students who have adequate experience with computers (basic understanding of computers and experience with DOS, UNIX, Windows 98, and Windows NT). These students however, must still complete six courses in the program. Students in the remote sensing track are expected to have a strong background in multivariate statistics.

Elective courses include

- E&GSCI 410 (Cartographic Design and Communication),
- E&GSCI 444 (Cooperative Education Field Experience in Geography),
- E&GSCI 471 (Arc Macro Language),
- E&GSCI 472 (C Programming for Geoscience Applications),
- E&GSCI 478 (Independent Study),
- E&GSCI 480 (Special Topics).

For students in the remote sensing track, E&GSCI 360 (Computer and Analytical Cartography) and E&GSCI 381 (Applications of Geographic Information Systems) are considered elective courses.

For students in the GIS track, E&GSCI 370 (Remote Sensing) and E&GSCI 460 (Digital Image Processing in Remote Sensing) can be taken as electives.

HYDROGEOLOGY PROGRAM

The Program

The Hydrogeology Program, administered through the Department of Earth and Geographic Sciences (E&GSCI), offers a sequence of courses which, taken as a whole, will teach the concepts, techniques of evaluation, and applications of the broad field of ground water study. The program includes examination of geologic principles relevant to hydrogeology, traditional ground water resource evaluation, and modeling of ground water phenomena using current applicable software. Additionally, this program is intended to be interdisciplinary; electives from chemistry and mathematics may be taken as part of the program.

The program is designed for majors in E&GSCI or any other discipline in which an understanding of hydrogeological phenomena would be beneficial. It is also useful for those professionals already working in the fields of site assessment, evaluation, and/or remediation, who may wish to acquire technical education toward certification as a licensed site professional.

Eligibility

The program is open to all undergraduates at the University of Massachusetts Boston, as well as to non-matriculated students, or working professionals. E&GSCI majors may enroll in the program; four courses taken as part of the program may count toward their major.

For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Requirements

Seven courses (a minimum of 21 credits) are required for the completion of the program. Courses required for the program are E&GSCI 110 (Physical Geology), E&GSCI 295 (Hydrology) E&GSCI 330 (Quantitative Hydrogeology), E&GSCI 385 (Applied Hydrogeology), and E&GSCI 401 (Field Methods). Two electives are available from among a number of selected E&GSCI, chemistry and mathematics courses.

Students wishing to enroll in the program must have the approval of the E&GSCI Department chairperson, or the director of the Hydrogeology Program.

INTERDISCIPLINARY COURSES

INTR-D Z106
Maritime History
This course offers a brief introduction to New England maritime history and its role in the coastal environment, both natural and human. More than that, it offers each student a chance to add to the "mental toolbox" new tools that may be useful in other areas unrelated to maritime history.
3 Lect Hrs, 3 Credits

INTR-D Z107
Water Resources Planning and Management
This course is a comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, wastewater treatment and coastal zone management. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme in the course. It is strongly recommended for students interested in environmental management.
3 Lect Hrs, 3 Credits

INTR-D Z108
Introduction to Marine Mammals
This course explores the biology and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary whaling issues. Demonstration laboratory work focuses on a small marine mammal. One Saturday field trip on Massachusetts Bay is required.
Prerequisites: BIOL 111-112, or equivalent.
3 Lect Hrs, Lab and Field Trips, 3 Credits

INTR-D 125
Science for Humane Survival I
This course deals with the role of science in our society. It develops the perspective that scientific problems and controversies cannot be divorced from their political, economic, and social implications. After some introductory discussion of scientific methodology, validation of scientific theories, and questions concerning the objectivity of science, the class turns to some critical "global" problems. These include problems centering on population, natural resources, food production, environmental pollution, and energy. No scientific background is assumed, but enough science is presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr, 3 Credits

INTR-D 126
Science for Humane Survival II
This course deals with the role of science in our society and focuses on "local" problems. Among the topics discussed are food and nutrition, health care, scientific management, and several aspects of biological determination including social Darwinism, DNA screening, IQ, sex roles, sociobiology, and cloning. No scientific background is assumed, but enough science is presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr, 3 Credits

DEPARTMENT OF MATHEMATICS

Faculty

Michael Greeley, Associate Professor and Chair; Professors Ethan Bolker (associate: computer science), Hans Herda, Joan Lukas, Geza Schay; Emeriti: Bernice Auslander, Patricia Davidson, Matthew Gaffney, Herbert Kamowitz, Robert Seeley; Associate Professors Daniel Comenetz, John Lutts, Kenneth Newman, Dennis Wortman; Assistant Professors Maura Mast, Alfred Noel; Lecturer Wen Kong; Adjuncts Joan Boorstein, Seth Boorstein, Tom Fratto, Sheldon Kovitz, Catherine Roche

The Department

The Department of Mathematics offers programs leading to a BA or BS. The department offers introductory courses to prepare undergraduate students for programs in premedical studies, management, the social sciences, and the natural sciences.

Preparatory Work

Any student who intends to take a mathematics course at or below the level of MATH 140 (Calculus I) must furnish proof to the department that he or she is prepared for that course. The required proof is successful completion of the appropriate math placement test.

Majors

Required Courses (BA or BS)

MATH 140 (Calculus I), MATH 141 (Calculus II), MATH 240 (Calculus III), MATH 260 (Linear Algebra I), MATH 310 (Applied Ordinary Differential Equations), MATH 345 (Probability and Statistics I), MATH 360 (Abstract Algebra), MATH 450 (Real Analysis), CS 110 (Intro to Computer Programming), CS 320 (Discrete Mathematics), PHYSIC 113 (Fundamentals of Physics I), PHYSIC 114 (Fundamentals of Physics II)

Electives

Four additional elective mathematics courses at or above the 300 level must be taken. One of these four, with the permission of the department, may be replaced by a cognate course. Courses in computer science are among those counted as cognate courses. Other courses that would normally be accepted are: Theory of Computation (CS 420), Mathematical Physics (PHYSIC 616), and Environmental Statistics (ES 611). Prospective high school teachers should include among their electives History of Mathematics (MATH 370), Number Theory (MATH 458), and Survey of Geometry (MATH 460).

For the BS degree, four additional science courses and a lab course are required. Each course must be part of the major requirements in the department offering the course.

Note that no math or physics course taken as part of the major may be taken pass/fail.

A Sample Major Program by Semester:

1st: MATH 140, CS 110

2nd: MATH 141, PHYSIC 113

3rd: MATH 240, MATH 260, PHYSIC 114

4th: MATH 345, CS 320; science course (if taking BS)

5th: MATH 310, MATH 360; science course (if taking BS)

6th: Two upper-division mathematics electives; science course (if taking BS)

7th: Two upper-division mathematics electives; science course (if taking BS)

8th: MATH 450; science course (if taking BS)

Minor

MATH 140, 141, 240, 260, and any three courses at the 300 level and above (one of which may be an independent study, MATH 478). Note that no math or physics course taken as part of the minor may be taken pass/fail.

Double Major

A double major in mathematics and some other area is allowed provided that no more than two upper-division courses (300 or 400 level) are counted as part of both majors.

Juan Carlos Merlo Prize

This prize is awarded annually to a graduating mathematics student for outstanding achievement. The prize honors the memory of Professor Juan Carlos Merlo, a distinguished teacher and scholar who died in 1974 while in the service of the University of Massachusetts Boston.

Taffee Tanimoto Award for Service

This prize is awarded annually to a graduating senior who has particularly distinguished him or herself by being of service to classmates and the department. The prize honors Professor Taffee Tanimoto, who founded the Department of Mathematics and Computer Science at UMass Boston in 1965 and was its chair for 11 years.

Litton Industries Scholarship

Two scholarships established by Litton Industries are awarded to undergraduate students who will be at the junior or senior level in the coming fall semester. Prospective candidates should see the department chairperson.

Alton J Brann Scholarship

Two scholarships established by Alton J Brann are awarded to undergraduate students who have a minimum of 30 credits but no more than 90 credits. Prospective candidates should see the department chairperson.

Transfer Credit and Math Placement Test Policy

Students with questions about transfer credit, CLEP and math placement test policy should consult the associate chair of the department. In general, however, no student is allowed to take a math course for credit if he/she has already successfully completed a course for which that math course is a prerequisite.

Preparation and Fundamental Skills

The Office of Academic Support Services offers several courses that carry no graduation credit: MATHSK 097, MATHSK 098, and MATHSK 099. Their purpose is to prepare students for MATH Q114 and MATH 115 and to provide instruction in elementary mathematics. For details, consult the "Academic Support" section of this publication.

"Q" Courses

Courses with a "Q" prefix meet the Quantitative Reasoning Requirement. This requirement may also be met in other ways. For complete information on the Quantitative Reasoning Requirement, see the CSM "Graduation Requirements" section of this catalog.

Department of Mathematics

Mathematics Courses

MATH Q114
Quantitative Reasoning

For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

MATH 115
College Algebra
Designed primarily but not exclusively for students seeking a stronger foundation in algebra before taking MATH 129 or MATH 130. Topics include basic algebra concepts, linear equations and inequalities and inequalities, properties of functions, linear and quadratic functions, absolute value equations and inequalities, systems of equations.
Prerequisite: A suitable score in math placement test A or MATH 125.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

MATH 125
Introductory Statistics
Topics include introductory statistics, covering descriptive statistics; introductory probability sufficient to enable development of inferential statistics; and inferential statistics.
Prerequisite: A suitable score in math placement test B or MATH Q114 or MATH 115.
Distribution I Area: Mathematics and Computer Languages.
Distribution II Area: Mathematics.
3 Lect Hrs, 3 Credits

MATH 129
Pre-Calculus for Management and Social Science Students
This course teaches the algebraic and conceptual skills students need to master before they are ready for MATH 134 or MATH 135. The major part of the course then involves the application of linear, quadratic, and exponential models to problems in management and economics.
Note: Students intending to take Calculus I and II (MATH 140 and 141) should take MATH 130 instead of MATH 129. Students may take MATH 130 after MATH 129, but only with the explicit permission of the department, and then only for two credits.
Prerequisite: A suitable score on the math placement test B only.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

MATH 130
Precalculus
Preparation for first year calculus. Covers symmetry, graphs, functions, lines, parabolas and max-min problems, exponential and logarithm functions, exponential growth, and the trigonometric functions and their inverses.
Note: No student receives graduation credits for MATH 130 if it is taken after successful completion of any higher math course. Students who have successfully completed MATH 130 may not subsequently take MATH 129 for credit. Students may take MATH 130 after MATH 129 only with explicit permission of the department, and then only for two credits.
Prerequisite: A suitable score on the math placement test B only.
Distribution I Area: Mathematics and Computer Languages.
Distibution II Area: Mathematics.
3 Lect Hrs, 3 Credits

MATH 134
Managerial Calculus
A one-semester course in calculus, with particular emphasis on applications to economics and management. Topics covered include limits, continuity, derivatives, and integrals. Students may not receive graduation credit for both MATH 134 and MATH 135. Students may take MATH 140 after MATH 134, but only with the explicit permission of the department and then only for two credits.
Prerequisite: A suitable score on the mathematics placement test D or successful completion of either MATH 129 or MATH 130.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

MATH 135
Survey of Calculus
Calculus developed intuitively and applied to problems in biology, economics, psychology, and geometry. A course for non-physical science and non-mathematics majors. Suitable for some pre-medical programs.
Note: No student receives graduation credit for MATH 135 if it is taken after successful completion of MATH 134 or 140 or a higher Math course. Students may take MATH 140 after 135 only with explicit permission of the Department, and then only for two credits. (Course offered in the spring only.)
Prerequisite: Successful completion of MATH 129 or MATH 130, or a suitable score on math placement test D.
Distribution I Area: Mathematics and Computer Languages.
Distribution II Area: Mathematics.
3 Lect Hrs, 3 Credit

MATH 140
Calculus I
The first in the sequence of calculus courses for science and math majors. Starts with the basic concepts of functions and limits. Topics covered include: derivatives and their applications, definite and indefinite integrals with applications to geometric and physical problems, and discussion of algebraic and transcendental functions.
Note: A student who has received credit for either MATH 134 or MATH 135 may not take MATH 140 for credit without the explicit permission of the department and then only for two credits.
Prerequisite: A suitable score on math placement test C only.
Distribution I Area: Mathematics and Computer Languages.
Distribution II Area: Mathematics.
4 Lect Hrs, 4 Credits

MATH 141
Calculus II
Continuation of MATH 140. Topics include transcendental functions, techniques of integration, applications of the integral, improper integrals, l'Hospital's rule, sequences, and series. Please note: Because MATH 141 is the second part of the integrated calculus sequence, it should be taken as soon as possible after MATH 140.
Prerequisite: MATH 140 or equivalent.
Distribution I Area: Mathematics and Computer Languages.
Distribution II Area: Mathematics.
4 Lect Hrs, 4 Credits

MATH 240
Calculus III
Calculus of functions of several variables. Topics include partial derivatives, transformations, the derivative as a matrix, chain rule, directional derivatives, gradients, second derivatives; and multiple integrals, substitution rule, and Jacobians. Please note: Because MATH 240 is the final part of a three-semester calculus sequence, it should be taken as soon as possible after MATH 141.
Prerequisite: MATH 141; PHYSIC 114 is recommended.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

MATH 260
Linear Algebra I
Elementary theory of vector spaces. Topics include linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.

Department of Mathematics

Prerequisite: MATH 141.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

MATH 261
Linear Algebra II
Topics include the problem of similarity, Jordan canonical form, Euclidean and Hermitian spaces, orthogonality, normal operators, spectral theorem; and multilinear algebra, quadratic forms. (This course is offered as demand requires.)
Prerequisite: MATH 260.
Distribution I Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

MATH 310
Applied Ordinary Differential Equations
A comprehensive study of the nature of ordinary differential equations. The course includes qualitative analysis of properties of solutions, as well as standard methods for finding explicit solutions to important classes of differential equations. It presents many applications, particularly for linear equations.
Prerequisites: MATH 240 and either MATH 260 or PHYSIC 114.
3 Lect Hrs, 3 Credits

MATH L320
Applied Discrete Mathematics
This is a cross-listing of CS 320. See the course description and prerequisites as they are given in the Computer Science Department section of this publication.

MATH 345
Probability and Statistics I
This course presents the mathematical laws of random phenomena, including discrete and continuous random variables, expectation and variance, and common probability distributions such as the binomial, Poisson, and normal. Topics also include basic ideas and techniques of statistical analysis.
Prerequisite: MATH 141 or permission of instructor.
3 Lect Hrs, 3 Credits

MATH 346
Probability and Statistics II
This is a statistics course for students with a firm mastery of calculus, emphasizing the mathematical and conceptual bases of statistics, with a view to understanding the proper application of standard methods. The course includes thorough treatments of the Central Limit Theorem, the theory of estimation, hypothesis testing, and regression. (This course is normally offered once in two years.)
Prerequisites: MATH 140, 141 and 345.
3 Lect Hrs, 3 Credits

MATH 350
Applied Partial Differential Equations
Study of heat flow and other physical problems and the partial differential equation problems that arise from them, using the mathematical techniques of separation of variables, fundamental solutions, superposition, and characteristics. Use of Dirac delta function; asymptotics. Classification of partial differential equations. (This course is normally offered every third semester, in rotation with MATH 354 and MATH 358.)
Prerequisites: MATH 240, MATH 260, and MATH 310.
3 Lect Hrs, 3 Credits

MATH 354
Vector Calculus
Differential and integral calculus of vector fields. Topics include line integrals, surface-area integrals, and smoothness; oriented curves and surfaces; circulation and flux of fields; Stokes' theorem; conservative, solenoidal fields; scalar, vector potentials; independence of path, surfaces, Maxwell's equations; and differential forms, exterior derivatives. (This course is normally offered every third semester, in rotation with MATH 350 and MATH 358.)
Prerequisite: MATH 240 and MATH 260.
3 Lect Hrs, 3 Credits

MATH 358
An Introduction to Complex Analysis
Complex numbers; complex functions; power series; trigonometric functions; Moebius transformations; differentiation and integration of analytic functions; Cauchy's theorem; residues; singularities; meromorphic functions. (This course is normally offered every third semester, in rotation with MATH 350 and MATH 354.)
Prerequisite: MATH 310 or MATH 354.
3 Lect Hrs, 3 Credits

MATH 360
Abstract Algebra I
Review of set theory. Overview of algebraic structures. Elementary theory of groups, rings, and modules. (Course offered in the fall only.)
Prerequisite: MATH 260.
3 Lect Hrs, 3 Credits

MATH 370
History of Mathematics
This course traces the development of mathematics from ancient times up to and including 17th century developments in the calculus. Emphasis is on the development of mathematical ideas and methods of problem solving. (This course is offered as demand requires.)
Prerequisite: Junior standing in mathematics or permission of instructor.
Distribution II Area: Mathematics.
3 Lect Hrs, 3 Credits

MATH 425
Numerical Analysis
Approximations of roots. Finite differences. Interpolation. Numerical solutions of differential and algebraic equations. (This course is offered as demand requires.)
Prerequisites: CS 260, and either MATH 310 or 354, or permission of the instructor.
3 Lect Hrs, 3 Credits

MATH 450
An Introduction to Real Analysis
A rigorous treatment of the calculus of functions of one real variable. Emphasis is on proofs. Includes discussion of topology of real line, limits, continuity, differentiation, integration and series. (Course offered in the spring only.)
Prerequisite: MATH 310 or MATH 354.
3 Lect Hrs, 3 Credits

MATH 458
Theory of Numbers
Prime numbers; congruences and residues; approximation of real numbers by rationals; diophantine equations. (Course offered in the spring only.)
Prerequisite: MATH 260 or CS 320 or equivalent.
3 Lect Hrs, 3 Credits

MATH 460
Survey of Geometry
Topics taken from classical Euclidean geometry and the non Euclidean geometries; projective geometry; lattices; finite geometries. (This course is normally offered at least once every three semesters.)
Prerequisite: MATH 260.
3 Lect Hrs, 3 Credits

Department of Mathematics

MATH 470
Mathematical Logic
Syntax and semantics of propositional and first order predicate logic. Axiomatic theories and completeness. Brief discussion of incompleteness results.
Prerequisite: MATH 360 or CS 320, or equivalent.
3 Lect Hrs, 3 Credits

MATH 478
Independent Study
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chair.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

MATH 479
Independent Study
See MATH 478.

MATH 480
Special Topics
An advanced course offering intensive study of selected topics in mathematics. A course offered as MATH 480 is an advanced undergraduate mathematics course being given for the first time and covering topics not available in current courses. Such a course is offered either to fulfill a one-time need or to try out material with the intention of developing a new course. Course content varies each semester and will be announced prior to registration.
Prerequisite: Permission of department.
3 Lect Hrs, 3 Credits

DEPARTMENT OF PHYSICS

Faculty

Edw. S Ginsberg, Associate Professor and Chair; Professors Marvin M Antonoff (Emeritus), Leonard A Catz, Benjamin R Mollow, DVGLN Rao, George Salzman (Emeritus); Associate Professors Nareshchandra P Shah (retired), John Shane (retired), Gregory Sun (Engineering Program Director); Assistant Professors Stephen B Arnason, Greg Huber, Tomas Materdey

The Department

Physics seeks to understand the physical world by formulating general concepts and principles which organize and interrelate a vast range of seemingly unconnected natural phenomena. Energy and space-time exemplify such concepts, while the laws of thermodynamics, quantum mechanics, and electromagnetism exemplify principles of tremendous explanatory power. The Physics Department, through its programs of experimental and theoretical research, enlarges the understanding of various phenomena in quantum electronics, laser optics, photonics, condensed matter, semiconductor materials and devices, electronic properties of new materials, low-temperature physics, nuclear and inner-atomic spectroscopy, elementary particles, biophysics, medical imaging, and statistical and nonlinear physics. Its teaching program involves students in theoretical and laboratory work so that they may better comprehend the nature of physical laws and their applications.

Courses for Non-Science Majors

Courses numbered between 121 and 140 are intended primarily for non-science students. They emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semesters of these courses have no prerequisites and are open to all students. They satisfy distribution requirements in the area of natural sciences and carry three credits.

Introductory Physics Courses

PHYSIC 107-108 is a course intended primarily for students majoring in biological or behavioral science. Familiarity with college level mathematics (algebra and trigonometry) is necessary. PHYSIC 113-114 is a calculus-level introductory course intended for students in computer science, mathematics, the physical sciences, and pre-engineering. The introductory lab courses, PHYSIC 181 and 182, are appropriate to accompany either the calculus or the non-calculus introductory courses. PHYSIC 211 completes the introductory sequence of calculus-level courses.

The Major

Students interested in physics should seek individual advice and guidance from the Physics Department at their earliest opportunity.

Whenever possible, physics majors should begin their work in both physics and mathematics in the freshman year by enrolling in PHYSIC 113, 114, 181, 182, and Calculus. Students who are interested in physical science or engineering, but who are not ready to move into PHYSIC 113-114, should seek advice from the department about an alternative course sequence before starting introductory physics. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.

Students may satisfy the capstone requirement in physics or engineering physics by successfully completing one of the following: Honors in Physics; PHYSIC 479 or 480; PHYSIC 487, or ENRPHY 481-482.

Requirements for Graduation with BA in Physics

Majors must earn a minimum of 34 credits in physics courses including PHYSIC 113, 114, 181, 182, 211, 214, 281, 312, 321, either 391 (or ENGIN 291) or 382 and two physics electives at the level of 300 or higher. Physics majors also must complete MATH 240 and 310. A physics major may complete up to two courses in mathematics or cognate sciences at the advanced level in lieu of advanced physics electives, but prior approval of the department at least one semester before his or her expected graduation is required. Completion of the BA in physics fulfills the field of knowledge requirement for eligibility to apply for certification from the Massachusetts State Department of Education. For further information, see the "Teacher Education" section of this publication.

Requirements for Graduation with BS in Physics

Majors must earn a minimum of 40 credits in physics courses including PHYSIC 113, 114, 181, 182, 211, 214, 281, 312, 321, either 382 or 391 (or ENGIN 291), either 322 or 392 (or ENGIN 241), 421, and two physics electives at the level of 300 or higher. In addition majors must complete CHEM 103-104, MATH 240 and 310, and CS 110 or an approved substitute. (Students with proficiency in computer programming may request from the department a waiver of the CS 110 requirement.)

Students should note that the University requires for a BS degree six mathematics or science courses outside of the student's major field. Most physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more physics and mathematics courses than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are PHYSIC 322, 350 and 422, and two or more semesters of mathematics courses such as MATH 350 and 354. All majors are encouraged to gain facility in computer programming.

Requirements for Graduation with BS in Engineering Physics

This major combines the first two years of a standard engineering curriculum, the requirements for the BS in physics, and advanced work in engineering and applied science. For a detailed description, see the "Engineering Physics" section of this publication.

The Minor

Students majoring in another field in the College of Liberal Arts, the College of Science and Mathematics, or the College of Management may minor in physics. Requirements for a physics minor include

- five introductory courses: PHYSIC 113, 114, 181, 182, and 211. Please note that MATH 140 and 141 are prerequisites for these courses.
- three intermediate to advanced level physics courses, of which at least two must be at the 300 level or higher.

Honors

Students wishing to graduate with honors in physics must

- complete satisfactorily 6 credits of supervised research and be nominated for honors by the supervising faculty member;
- have a 3.0 cumulative average in physics courses; and
- have written a thesis and given an oral presentation of their research project. The physics faculty must approve the awarding of honors for this work.

Transfer Credit Policy

At least half the courses required for the major must be taken at the University of Massachusetts Boston. This requirement may be waived in exceptional circumstances upon recommendation by the Physics Department.

Department of Physics

Course Prerequisites

Please note that MATH 240 and 310 are prerequisites for all 300-level theory courses. The selection of courses may reflect a student's experimental, theoretical, or topical interests, and should be made in consultation with a departmental advisor.

Courses

PHYSIC 107
College Physics I
Non-calculus introductory physics for life-science students and others with a program requirement for a year of physics at this level. Topics include mechanics, fluids, wave motion, kinetic theory of gases, temperature and heat. Students who need or want laboratory work in physics should enroll concurrently in PHYSIC 181. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Prerequisite: MATH 130 or permission of instructor.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

PHYSIC 108
College Physics II
A continuation of PHYSIC 107. Topics include thermodynamics, electricity, and magnetism; optics; and a preview of modern physics. Students who need or want laboratory work in physics should enroll concurrently in PHYSIC 182. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Prerequisite: PHYSIC 107 or permission of instructor.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

PHYSIC 113
Fundamentals of Physics I
The first semester of calculus-level introductory physics. Topics include mechanics, fluids, waves, kinetic theory, and heat. Students who need or want laboratory work in physics should enroll concurrently in PHYSIC 181. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Corequisite: MATH 140; corequisite for physics majors: PHYSIC 181.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs, 4 Credits

PHYSIC 114
Fundamentals of Physics II
The second semester of calculus-level introductory physics. Topics include thermodynamics, electricity and magnetism, geometrical and wave optics. Students who need or want laboratory work in Physics should enroll concurrently in PHYSIC 182. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Corequisite: MATH 141; corequisite for physics majors: PHYSIC 182.
Prerequisite: PHYSIC 113 or permission of instructor.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs, 4 Credits

PHYSIC 121
Introduction to Astronomy
Descriptive introduction to astronomy and astrophysics. Topics include introductory material on light, telescopes, and spectroscopy; properties of stars and stellar evolution, including the formation of stars, stellar energy cycles, red giants, white dwarfs, supernovae, neutron stars, and black holes; galactic structure; the expansion of the universe; cosmology; the past and future of the universe.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 123
Concepts of Modern Physics I
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 124
Concepts of Modern Physics II
A continuation of PHYSIC 123.
Prerequisite: PHYSIC 123 or permission of instructor.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 126
Solar System Astronomy
Descriptive introduction to the study of the solar system and its structure. Topics include the historical development of early astronomy; the properties of the sun; the planets and their satellites; comets, asteroids, and meteorites; the results of spacecraft exploration.
Prerequisite: MATH Q114 or equivalent placement.
Distribution I Area: Natural Sciences.
Distribution II Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 132
Energy
The problems of energy—what it is, how it is obtained and used, limitations on its generation from various sources and on its utilization—are considered from all perspectives: scientific, technical, environmental, economic. Topics include theory of energy; generation of energy from fossil, nuclear, solar, geothermal, atmospheric, and other sources; general problems related to the production and consumption of energy, and problems specific to particular sources.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 140
Understanding Earth's Environment
This course is designed to help non-science students understand the physics of environmental problems, and ramifications of human activities. It includes such topics as ethical and practical dilemmas involved in the use of energy, generation of fossil and nuclear electricity, transportation, alternative transportation modes and energy sources, natural resources, solar and other renewable alternatives, and conservation and recycling.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 181
Physics Laboratory I
Exploration of basic physical phenomena through laboratory work. Experiments in kinematics, mechanics and hydrostatics. This course is designed to accompany either level of introductory physics.
Corequisite: PHYSIC 107 or 113.
3 Lab Hrs in alternate weeks, 1 Credit

Department of Physics

PHYSIC 182
Physics Laboratory II
Exploration of basic physical phenomena through laboratory work. Experiments in thermodynamics, electricity, magnetism and optics. This course is designed to accompany either level of introductory physics.
Corequisite: PHYSIC 108 or 114.
3 Lab Hrs in alternate weeks, 1 Credit

PHYSIC 211
Introduction to Contemporary Physics
The third semester of calculus-level introductory physics. Topics include special relativity; the historical development of quantum theory; elements of quantum mechanics; with applications to atomic, molecular, solid state, nuclear and particle physics. Students who need or want laboratory work in modern physics should enroll concurrently in PHYSIC 281.
Prerequisite: PHYSIC 114 or permission of instructor.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 214
Thermodynamics
An introduction to the principles of thermodynamics. Concepts include temperature, internal energy, heat, free energy, entropy, work, and the laws which relate them to each other. Application is made to systems including ideal gases, heat engines and refrigerators.
Prerequisites: MATH 141 and PHYSIC 114.
Distribution I Area: Natural Sciences.
3 Lect Hrs, 3 Credits

PHYSIC 281
Physical Laboratory I
Basic principles of experimental physics and error analysis. Experiments in modern physics and optics, including spectroscopy, electromagnetism, atomic, and nuclear physics.
Corequisite for physics majors: PHYSIC 211.
Prerequisite: PHYSIC 182 or permission of instructor.
Distribution I Area: Natural Sciences.
4 Lab Hrs, 1 Lect Hr, 3 Credits

PHYSIC 312
Mechanics
Principles of Newtonian mechanics, conservation laws, gravitational potential theory, and conservative fields, central forces, oscillatory systems, rigid body rotation, and relativistic mechanics.
Corequisite: MATH 310.
Prerequisite: PHYSIC 211 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 321
Theory of Electricity and Magnetism I
Basic concepts of electric and magnetic fields, electrostatics, magnetostatics, electric currents, electromagnetism, development of Maxwell's equations and simple applications, physical optics, reflection, dispersion, polarization, and diffraction.
Prerequisite: MATH 240, PHYSIC 312, or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 322
Theory of Electricity and Magnetism II
A continuation of PHYSIC 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, and special relativity.
Prerequisites: PHYSIC 321, MATH 240.
3 Lect Hrs, 3 Credits

PHYSIC 331
Optics
An introductory treatment of the physics of light. Topics include geometrical optics, interference and diffraction of light, electromagnetic wave theory, polarization, propagation of light in dispersive media and crystals, optical instruments, holography, lasers.
Prerequisites: PHYSIC 114 and 182, or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 350
Statistical Physics
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: PHYSIC 312 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 382
Intermediate Laboratory
Experiments in geometrical and physical optics, electronics, atomic physics, and nuclear physics. Individual program of experiments for each student according to his or her interests and previous experience.
Corequisite: PHYSIC 312 or permission of instructor.
Prerequisite: PHYSIC 281.
1 Lect Hr, 4 Lab Hrs, 3 Credits

PHYSIC 391
Basic Electronics with Lab
A brief introduction to semiconductor physics, leading to physical characteristics of pn junction diodes, bipolar junction transistors, and field effect transistors. Circuit models for diodes, transistors and operational amplifiers and their use in practical circuits. Analysis of linear circuits based on application of circuit models of devices and circuit theory. (If not offered, students may substitute ENGIN 291.)
Prerequisites: PHYSIC 114, 182.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PHYSIC 392
Digital Electronics with Lab
Concepts of digital measurements, counting, timing and switching, basic logic concepts, basic theorems in Boolean algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counters, registers and readouts, and other combinational and sequential circuits. (If not offered, students may substitute ENGIN 241.)
Prerequisite: PHYSIC 391 or ENGIN 291.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PHYSIC 421
Atomic Physics and Introduction to Quantum Mechanics
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics, the role of the Pauli principle and spin in determining periodic atomic properties, and radiation phenomena.
Prerequisite: PHYSIC 312 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 422
Nuclear and Particle Physics
A continuation of PHYSIC 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problems in quantum mechanics, and particles.
Prerequisite: PHYSIC 421.
3 Lect Hrs, 3 Credits

Department of Physics

PHYSIC 430
Introduction to Solid State Physics
An introductory treatment of the physics of solids. Includes crystal geometry, elastic vibrations, electronic states in solids, semiconductors, solid-state electronic devices.
Prerequisites: PHYSIC 350 and 421.
3 Lect Hrs, 3 Credits

PHYSIC 479
Readings in Physics I
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisites: Junior standing and approval of plan of study by supervising instructor and by department chairperson.
Hrs by arrangement, 1-3 Credits

PHYSIC 480
Readings in Physics II
See PHYSIC 479.

ENRPHY 481-482
Engineering Physics Advanced Projects Lab and Seminar
(See the "Engineering Physics" section of this publication.)

PHYSIC 487
Research in Physics I
Supervised research.
Prerequisite: Junior standing, and approval by supervising instructor and department chairperson.
Hrs by arrangement, 1-3 Credits

Graduate Courses

Some graduate-level courses in physics are open to undergraduates. Please contact the department office for further information.

PREMEDICAL STUDIES AND HEALTH-RELATED CAREERS PROGRAM

Director

Associate Professor William Hagar

Premedical Advisor

Grace McSorley

The Program

This program offers matriculated students and post-baccalaureate students a comprehensive curriculum and advising support as they prepare for a career in medicine and health-related fields. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Post-baccalaureate premedical students in the program are required to take a minimum of six science courses, at least four of them at UMass Boston. These courses include the basic courses listed below in math, chemistry, physics, and biology, and may also include advanced science courses.

Requirements

Courses in the program usually include all or some of the following basic courses, and may also include advanced science courses:

- CHEM 103-104 (General Chemistry I and II)
- BIOL 111-112 (General Biology I and II)
- CHEM 253-254 (Organic Chemistry I and II)
- PHYSIC 107-108 (College Physics I and II, non-calculus physics; familiarity with algebra and trigonometry required) or
- PHYSIC 113-114 (College Physics I and II, calculus-level physics; primarily for physics and mathematics majors) and PHYSIC 181-182 (laboratory)

Mathematics: About one-fifth of the medical schools in the US require calculus; college algebra is prerequisite for the chemistry and physics courses listed above.

Most medical schools will require college-level English composition courses, which may be taken at UMass Boston as needed. Courses and grades required.

Further information is available from the Premedical Advisor in the University Advising Center (617.287.5519).

PROGRAM IN SCIENCE, TECHNOLOGY, AND VALUES

Director

Professor Diane Paul

The Program

Science and technology are increasingly important sources of change in the world. The Program in Science, Technology, and Values offers students the opportunity to examine historical, socio-political, cultural, philosophical, and ethical dimensions of science and technology. It encourages both science and non-science students to analyze, in a focused way, the impact of science and technology on other social institutions and the impact of those institutions on science and technology.

Transfer Policy

Students may transfer in up to three of the six courses in the program and students may take one course of the six on a pass/fail basis.

Requirements

Students in the program complete a group of science and/or mathematics courses, and a group of courses focusing on science, technology, and values. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements.

I. The science/math component

Students must either

- Complete a major in biology, chemistry, geography, physics, mathematics, or computer science, provided that at least a one-semester course with a laboratory component is included, or
- Complete four science or mathematics courses, at least one of which must include a laboratory component.

Courses which count as science/mathematics courses for the purposes of this science/math sequence include any courses in biology, chemistry, physics, earth and geographic sciences, environmental, coastal and ocean sciences, mathematics, and computer science at the 130 level and above. The following courses also count: PSYCH 260, 270, 439, 466, 469, and 475; ANTH 105, 212, 241, and 316.

II. The science, technology, and values component

Six courses are required. At least three of the six courses must be taken at the 300 level or above.

Area 1: Philosophy and Values (at least two courses must be taken from this list)

- PHIL 220 (Environmental Ethics)
- PHIL 222 (Moral Issues in Medicine)
- PHIL 307 (Technology and Values)
- PHIL 346 (Philosophy of Science)
- PHIL Z481 (Advanced Philosophy of Science)

Area 2: History and Politics (at least two courses must be taken from this list)

- CHEM 476 (Historical and Philosophical Background of Selected Chemical Theories)
- ENVSTY 380 (Environmental History)
- HONORS 246 (History of Eugenics)
- POLSCI 240 (Politics, Probability and Human Health)
- POLSCI 348 (Science and Public Policy)
- POLSCI 367 (Politics by Internet)
- POLSCI 370 (Darwinian Revolution)

Area 3: Electives in other fields of science and technology studies

- ART 230 (Architecture, Design and Society)
- ANTH 357 (Culture, Disease, and Healing)
- ANTH 358 (Comparative Health Care Systems)
- COMSTU 250 (Analyzing Media)
- COMSTU 300 (Information Technology and Human Communication)
- ECON 345 (Natural Resource Economics and Sustainable Development)
- ECON 349 (Economic Approaches to Environmental Problems)
- ENGL G184 (Technology and the Soul)
- ENGL G186 (Gender and Science Fiction)
- ENGL 334 (Science Fiction)
- ENVSTY 364 (Environmental Justice)
- ENVSTY 401 (Environmental Problem Analysis and Policy Formulation)
- HONORS 290 (Imagining Mars)
- SOCIOL 384 (Medical Sociology)
- WOST 260 (Women's Health Care)

In addition, qualified advanced undergraduates may choose as electives, with the permission of the instructor, the following graduate courses:

- CRCRTH 611 (Seminar in Critical Thinking)
- CRCRTH 619 (Biomedical Ethics)
- CRCRTH 640 (Environment, Science and Society: Critical Thinking)
- CRCRTH 645 (Biology in Society: Critical Thinking)
- CRCRTH 652 (Children and Science)
- ENGL 663 (The End of the World)

For information about these courses, see the "Critical and Creative Thinking" section of the University's graduate bulletin.

Information and Advising

The director and members of the advisory board will advise students how to meet the requirements of the program through the selection of a coherent, focused group of courses. Students interested in the program may contact Professor Millman at the Department of Philosophy or Professor Paul at the Department of Political Science.

TECHNICAL WRITING (COMPUTER SCIENCE) PROGRAM

Director

Professor Neal Bruss

The Program

Technical writers express scientific concepts and their applications clearly and precisely. The Program in Technical Writing (Computer Science) links the Department of English's offerings in expository writing with courses from the Department of Computer Science and culminates in an internship.

Requirements

Admission

To be eligible for the program, matriculated students must be working toward the BA or BS degree in any department and must submit for evaluation two five-page essays from college courses. Non-matriculated students interested in the program should consult the program director. The level of writing required for the program is "professional" in quality, higher than that required by the CLA/CSM Writing Proficiency Examination.

For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Courses

Students admitted to the program take the following sequence of courses:

- ENGL 306 (Advanced Composition) or ENGL 307 (Writing for the Print Media)
- CS 110 (Introduction to Computing)*
- CS 210 (Intermediate Computing with Data Structures)
- CS 240 (Programming in C)
- An elective in communication, English, mathematics, or computer science, to be approved by the program director.
- ENGL 476 (Technical Writing Internship)

*Please see the "Computer Science" section of this publication for complete information on prerequisites for this course. In the internship, students work on actual technical writing assignments, and will be supervised in the same manner as are new employees. The internship allows students to adapt their training in writing and computer science to working conditions: the pressures of deadlines, the requirements of clients or supervisors, and above all, the indeterminacies of new and complex information.

Transfer Credit Policy

Two courses can be transferred into the program.

Further Information

Further information about the program is available from the Department of English.

The College of Management

COLLEGE OF MANAGEMENT

ADMINISTRATIVE OFFICERS

Philip L Quaglieri, PhD	Dean
Janet Wagner, PhD	Associate Dean
Alex C Lee, MBA	Assistant Dean
Daniel J Robb, MBA, MA	Assistant Dean and Graduate Program Director
Maryellen Brett, BA	Director for Alumni Relations and Career Services
John F Ciccarelli, MPA	Assistant to the Chancellor for Economic Development
William J Brah, MS, MBA	Director, Environmental Business and Technology Center
Sherry H Penney, PhD	Endowed Chair, Center for Collaborative Leadership
Bruce Hamilton, BA	Executive Director, Greater Boston Manufacturing and Partnership
Margaret Somer, MA	Director, Small Business Development Center
Allyn Pazienza, BA, MA	Undergraduate Program Coordinator
William Koehler, AB, MA,PhD	Writing Coordinator

The College

UMass Boston's College of Management (CM) takes pride in the special relationship between its students and faculty. Together they create an educational experience of high quality that enables CM graduates to succeed in a wide variety of managerial positions in the private and public sector, locally, nationally and abroad. Our undergraduates contribute to the intellectual life of the College through the rich diversity of their backgrounds, offering a perspective that varies with age, race, gender, and nationality. Our faculty, who hold degrees from leading American and international universities, have a strong commitment to teaching. The breadth of their research and professional experience covers the full range of functional skills appropriate to the management curriculum. The College of Management and its MBA program are fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

The 120 credit-hour undergraduate program leads to a bachelor of science degree in management. By fulfilling the general education, management, and elective course work requirements, graduates are prepared not only with the theoretical, technical, and functional training they will need to succeed as professionals but also with the solid liberal arts background essential to professional and personal development. The perspective they gain through this curriculum assures that students leave CM with specific job-related skills and a richer social, cultural, and scientific understanding of the world in which they will use those skills. The curriculum emphasizes

A. Knowledge of:
- management functions and processes;
- economic, social, political, legal, and other environmental systems;
- research methods and theory;
- organizations, administrative behavior, and information systems;

B. Awareness of:
- oneself as a person and as a manager;
- subordinates, associates and superiors;
- social and ethical issues and responsibilities

C. Development of skills and concepts in:
- planning and decision-making;
- problem-solving and research;
- initiating, implementing and adapting to change;
- oral and written communication.

College Mission Statement

We are Boston's public business school. Our demanding and internationally accredited undergraduate and MBA programs provide a competitive and high value education. We provide opportunities for our diverse students to succeed in the regional and global economy. We excel in our teaching, research, and service activities, which complement each other and comprise the work of an engaged scholar.

In teaching, we innovate in curriculum and instructional delivery. We provide small classes, flexible programs, and accessible faculty to our full and part-time students, many of whom are working professionals. In research, we advance the varied disciplines of management through cutting-edge research and its application. In service, we are committed to improving the University and supporting the economic development of the greater Boston region and beyond.

Statement of Purpose

The undergraduate program at the College of Management equips students with skills that enable them to launch and advance productive management careers. This program offers a relevant management education that capitalizes on the diversity of our faculty and our student body. The degree is built upon a well-rounded general education and develops communication, technical, and analytical skills in the management disciplines demanded by the business community.

College of Management

Programmatic Objectives

1. To require all students to have a working knowledge of the key management disciplines.
2. To require that each student choose a concentration from among the following: Accounting, Finance, International Management, Management, Management Information Systems, Marketing, and Operations Management and Information Systems.
3. To educate students through classroom instruction and course projects that provide a balance of theoretical knowledge and practical skills.
4. To emphasize communication, analytical, computer, team, and decision-making skills across the curriculum.
5. To stress the importance of ethical, global, political/social, legal/regulatory, and environmental issues that affect managerial decision-making.
6. To educate students about managing and working in a demographically diverse workforce and society.
7. To educate students about technology, including both the skills to use and the perspectives to understand it so as to expand their decision-making capabilities and those of their organization.
8. To provide students with the broad context and perspectives within which education for business can enable them to be lifelong learners and good citizens, as well as effective managers.
9. To provide access to high quality management education for a diverse group of students, many of whom work full-time or part-time or have other responsibilities requiring flexibility.

Degree Requirements

The course work required to complete the BS degree in Management is divided into

- liberal arts/non-business requirements, which are fulfilled primarily during the freshman and sophomore years; and
- management requirements, which are fulfilled primarily during the junior and senior years.

120 credits (usually 40 courses at 3 credits each) and fulfillment of all other University requirements are required for this degree. A minimum of 30 credits must be earned at UMass Boston. CM course work is sequential. Students must therefore carefully follow curriculum requirements and meet all course prerequisites. Students who transfer into the College (whether from outside institutions or from other UMass Boston colleges) will be subject to the requirements in place upon their entrance into the College of Management. For a full description of curriculum and other policies (including transfer credit and residency policies), please refer to the College of Management Undergraduate Student Handbook.

Liberal Arts/Non-Business Requirements

To ensure that its students develop intellectual depth and discipline, the College requires that they devote a substantial portion of their course work to studying the liberal arts on both the introductory and advanced levels. This component of the undergraduate curriculum includes courses selected to meet the non-business foundation requirements and the distribution requirements. Unless otherwise specified, these courses cannot be taken on a pass/fail basis.

Non-business foundation

Non-business foundation courses provide the skills and conceptual background students need to be successful in their management courses. All College of Management students matriculating in Fall 2000 or later must complete:

- ENGL 101 (Freshman English I)
- ENGL 102 (Freshman English II)
- ECON 101 (Introduction to Microeconomics)
- ECON 102 (Introduction to Macroeconomics)
- MATH 134 (Calculus for the Managerial and Social Sciences)
- ACM 299 (Analysis and Communication for Managers)

In addition, students are required to take additional courses from the Colleges of Liberal Arts (CLA) and Science and Mathematics (CSM) as non-business electives. These elective courses can be taken on a pass/fail basis.

Distribution Requirements

Distribution requirements ensure that students explore in breadth and depth the principal areas of knowledge of the liberal arts. These courses are chosen by the student from courses offered by the Colleges of Liberal Arts and Science and Mathematics. The set of distribution requirements depends on when the student matriculated into the College of Management.

Students Who Matriculated in Spring 2002 or Earlier

Distribution requirements for these students are divided into Level I and Level II requirements. The Level I requirements (6 courses total) include

- two courses in the area of humanities,
- two courses in the area of natural science, and
- two in the area of social sciences.

First-Year and Intermediate Seminars

Starting in Fall, 2000, students entering with 29 or fewer transfer credits must choose as one of these Level I courses a first-year seminar. For complete descriptions of these seminars, numbered between G100 and G199, see the "First-Year and Intermediate Seminars section of this publication.

The Level II requirements (4 courses total) must be four courses at the 200 level or above, chosen from any CLA or CSM department or combination of departments.

Students Who Matriculated in Fall 2002 or Later

Distribution requirements for these students include a total of ten courses, to include

- a general education seminar (the exact requirement depends on the number of transfer credits a student entered with, see below)
- two courses in the area of arts and humanities (AR and/or HU),
- two courses in the areas of natural science and mathematics (NS and/or MT),
- two courses in the area of social and behavioral sciences (SB), and
- one course in the areas of world languages or world cultures (WL or WC).

College of Management

To complete the distribution requirement these students must also take two additional CLA/CSM elective courses (6 additional credits) as distribution course electives. Please note that at least four of these ten distribution courses must be at the 200 level or above.

General Education Seminar Requirement

In the College of Management, all students should fulfill their seminar requirement in their first semester. Students entering with 29 or fewer credits must complete a first year seminar. For complete descriptions of these seminars, numbered between G100 and G199, see the "First-year and Intermediate Seminars" section of this publication.

Students entering with 30-59 credits take an intermediate seminar instead of a first-year seminar. For complete descriptions of these seminars, numbered between G200 and G299, see the "First-year and Intermediate Seminars" section of this publication.

Students entering with 60 or more credits are strongly urged to take an intermediate seminar (a G200-level course) but are not required to do so if they take MGT 330 (Business Environment and Public Policy) in their first semester. All students should fulfill their seminar requirement in their first semester.

Additional Requirements

International Management Requirement

All students in the College of Management are required to take an international management course devoted to contemporary issues with an explicit international focus. Courses fulfilling the international management requirement are marked in the schedule book, and a list of these courses is found in the College of Management's Undergraduate Student Handbook. Courses satisfying this requirement may simultaneously fulfill other liberal arts/non-business or management requirements. International students are required to choose an international management course focusing on a country other than their own.

Writing Requirement

All students must demonstrate the ability to:

- understand sophisticated business texts, evaluate the strength of the arguments made and evidence used, and weigh the cogency of a text in relation to others
- integrate information of various types and sources to develop a comprehensive, nuanced picture of complex business situations or phenomena
- arrange, classify, and connect ideas and supporting evidence and present them in an order that promotes both the reader's assimilation of the information and the persuasiveness of the author's conclusions
- compose concise, clear prose, adhering to the generally accepted standards of American English grammar, syntax, and punctuation and using language appropriate to the audience and purpose

Students may fulfill this requirement in two ways:

1. Successfully complete ACM 299, Analysis and Communication for Managers, the CM's primary writing class, **OR**
2. Achieve a score of "High Pass" on the CM's Writing Placement Test (WPT).

Note: every CM student is required to take the WPT, which is offered approximately six times per semester.

Diversity Requirement

All students in the College of Management are required to take a course that has been approved as meeting the criteria for the University's diversity requirement. Courses fulfilling the diversity requirement are marked in the schedule book (College of Management students may choose a diversity course with either a domestic or an international focus). A list of courses that fulfill the diversity requirement is given in the College of Management's undergraduate student handbook. Courses satisfying the diversity requirement may simultaneously fulfill other liberal arts/non- business or management requirements.

A single course may be used to fulfill both the international management and diversity requirement.

Management Requirements

This component of the undergraduate curriculum includes courses selected to meet the business foundation (3 courses), the management core (9 courses), the concentration (5-7 courses) and the free electives (1-3 courses) requirements.

Business Foundation Requirement

Business foundation courses provide the introductory technical skills and managerial concepts students need to be successful in their later management courses.

College of Management students must complete:

- MSIS 110 (Introduction to Management Information Systems)
- MSIS 111 (Managerial Statistics)
- MSIS 212 (Managerial Decision Making)

Management Core Courses

The management core is the heart of the management curriculum. Core courses provide students with a thorough theoretical and practical exposure to the functions and processes of management under a variety of economic, social, political, legal and ethical conditions. Their diverse experience with these basic courses will assist students in selecting a concentration and a prospective career path. College of Management students must complete:

- AF 210 (Financial Accounting)
- AF 211 (Managerial Accounting)
- MGT 303 (Managing Organizations)
- MGT 330 (Business Environment and Public Policy)
- MGT 331 (Managerial Ethics and Social Issues)
- AF 301 (Financial Management)
- MKT 301 (Principles of Marketing)
- MSIS 301 (Operations Management)
- MGT 490 (Strategic Management)

Management Concentrations

A concentration provides depth of knowledge and skill development within a specific area of management. Students choose an area of concentration after successfully completing 60 credits. Concentration requirements involve 5 to 7 courses. Concentrations include (the number of courses for each concentration are listed in parenthesis):

College of Management

- Accounting (7)
- Finance (5)
- International Management (5)
- Management (5)
- Marketing (5)
- Management Information Systems (6)
- Operations Management and Information Systems (5)

The concentration requirements are described more fully by their sponsoring departments in the following pages.

Free Electives

Free electives may be selected from any college (including the College of Management) and may be taken on a pass/fail basis. Students selecting a seven-course concentration (Accounting) are required to take one free elective. Students selecting a six-course concentration (Management Information Systems) are required to take two free electives. Students selecting a five-course concentration (Finance, International Management, Management, Marketing, and Operations Management and Information Systems) must take three free electives.

College of Management Honors Program

The College of Management Honors Program is open to students who have a proven capability of doing distinguished work in various management areas. To be eligible for this program, students must have an overall grade point average (GPA) of 3.25 or above and a GPA in their College of Management courses of 3.50 or above. The program includes an initial course in which students sharpen their research skills and then develop a proposal for an applied or research project involving management problems and issues, followed by a semester of independent study where the project is carried out under the supervision of a faculty member. Honors projects are presented publicly and evaluated by the College of Management Honors Committee, which makes the final determination about the award of honors. Interested students should contact the College of Management Honors Program Director.

College of Management Co-ops and Internships

Employers value not only academic knowledge and performance, but also career-related work experience. The College of Management Co-op/Internship Program provides an excellent way to gain relevant work experience and exposure to career opportunities while still in school. Internships and co-ops may be taken for credit through courses in the Departments of Accounting and Finance (AF 480), Management and Marketing (MGT 480, MKT 480), and Management Science and Information Systems (MSIS 480). On-site supervisors and faculty sponsors provide guidance and supervision for each participant.

Students who complete the following requirements are eligible to participate in the program:

- 75 credits toward graduation
- 21 credits in the management core
- one concentration course
- a minimum 2.5 cumulative grade point average

Further information may be obtained from the College Welcome Center or the College Career Center.

Career Center

The College of Management's Career Center is dedicated to serving CM students and alumni by assisting them in their career exploration and job search efforts. In addition to placement assistance in finding appropriate co-op, internship, and permanent positions, the office also offers the use of two computers, workshops, seminars, guides and more. Students are welcome to visit anytime during normal business hours. The CM Career Center is located in McCormack Hall, 5th floor, room 427. The telephone number is 617 287-7712.

In addition to the College of Management Career Center, CM students are encouraged to visit the University's Office of Career Services (McCormack Hall, 3rd floor, room 615). This office offers additional career assistance to all UMass Boston students, such as on-campus recruiting, college fairs, guest speakers, and a resource library.

Mentoring Program

This program matches students with CM alumni who are working in the students' intended profession. With a primary focus on career-related issues, alumni and their mentees meet periodically over the course of a year both at UMass Boston and at mutually convenient off-campus locations. Activities of the participants have included job shadowing and attendance at professional conferences. Students can obtain additional information about the program in the Undergraduate Program Office.

Balfour Minority Scholars Program

The College of Management offers a limited number of scholarships to freshman students who are members of ethnic groups historically under-represented in higher education. For details and eligibility criteria students should contact program staff at 617.287.7716. Office location: M/5/433.

Minor in Management at CLA and CSM

Students in the College of Liberal Arts (CLA) and the College of Science and Mathematics (CSM) may earn a minor in management. Interested students should contact the Office of Academic Support Programs, McCormack Hall, 3rd floor, room 421.

The 150-Credit Hour Baccalaureate/MBA Program

This program is designed for College of Liberal Arts (CLA) and College of Science and Mathematics (CSM) students who are interested in pursuing careers in management built on a solid foundation of study in a liberal arts discipline. Participants receive the baccalaureate degree (either the BA or the BS) with a major in one of the CLA or CSM undergraduate disciplines, and the MBA degree from the College of Management. Those admitted to the program take a total of 96 undergraduate credits and 54 graduate credits for a total of 150 credit hours. This compares to as many as 177 credit hours if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. CLA and CSM students should apply to the program when they have completed no more than 60 CLA/CSM credits. Information about the program is available from the Office of Academic Support Programs, McCormack Hall, 3rd floor, room 421.

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University Degree Requirements

Degree candidates must have a total of at least 120 credits. At least 30 credits must be completed in residence at the University of Massachusetts Boston. Students are required to file a diploma card in the Office of the Registrar by the published deadline after the completion of 84 credits. A minimum cumulative average of 2.00 is required for the awarding of the degree.

College of Management Residency Requirement

The College of Management requires that the following be completed in residence:

- a minimum of 15 credits in the management core,
- at least half of the credits in the concentration, and
- at least half of the total business courses.
- In addition, students entering the College in Fall, 2002 or later with 0-89 transfer credits must complete a certain number of general education distribution courses (those with AR, HU, NS, MT, SB, WL or WC designations) in residence.
  - Students entering with 0-29 transfer credits must take at least four of these courses in residence.
  - Students entering with 30-59 transfer credits must take at least three of these courses in residence.
  - Students entering with 60-89 transfer credits must take at least one of these courses in residence.
  - Students entering with 90 or more transfer credits do not need to take any of these courses in residence.

Course Enrollment

Students enrolled in the College of Management are encouraged to register for CM courses during pre-registration periods. All other matriculated and non-matriculated students who hold a bachelor's degree or are enrolled or have been enrolled in good standing (minimum GPA 2.0) at another college or university and who meet all course prerequisites are welcome to enroll in CM courses on a space-available basis after the preregistration period. Dates are determined each semester.

Approval to Take Courses off Campus

College of Management students who wish to take courses outside UMass Boston must complete a Prior Approval Form for Transfer Credit (available from the Admissions Office), which is then submitted to the Admissions Office for processing.

Pass/Fail Regulations

CM students may take elective courses on a pass/fail basis, in accordance with the University's Pass/Fail policy. (See the "Academic Regulations" section of this publication.) All other courses taken to fulfill CM requirements (liberal arts, foundation, core, and concentration) must be taken for letter grades.

Course Repetition Policy

A student may repeat any course, regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average. Each UMass/Boston undergraduate may choose to repeat a total of four courses, one time each. A student who wishes to repeat a course must file a "Repeat of Course" card with the Office of the Registrar.

Course Load for Full-time Students

Full-time registration for CM students is a minimum of 12 credits (four courses) and a maximum of 15 credits (five courses). Registration for more than 15 credits requires written permission from the College Welcome Center. Permission is given only when a student's cumulative grade point average is 3.0 or above.

Admission to the College

Applicants to the College of Management are considered for admission after they have submitted a completed application, with application fee and required credentials, to the University's Undergraduate Admissions Office. The College's curriculum is competitive and admission, therefore, is selective. To obtain an application, or to schedule a meeting with an admissions counselor, please call the UMass Boston Undergraduate Admissions Office at 617 287-6100. For more information, or to apply on line, please visit the University's web site at www.umb.edu.

Transfer Student Information

Prospective transfer students to the College of Management from other colleges and universities should apply through the University's Undergraduate Admissions Office. In accordance with University and CM transfer policies, admitted students may be awarded transfer credit for courses completed at other institutions. In general, courses are eligible for transfer credit if the College finds them equivalent to UMass Boston courses in credit and content. Most courses in the management core and concentration are taken in residence. A maximum of 66 credits will be accepted from two-year institutions, and a maximum of 90 credits will be accepted from four-year institutions.

Inter-college Transfer

The College of Management accepts applications from students who are attending other UMass Boston colleges. The application process runs from January 1 through April 1 and from June 1 through October 1. To be eligible to apply, students must have completed a total of 24 credits, at least 12 of them at UMass Boston. With respect to these 12 credits, all courses must be 100 level or higher and cannot be taken pass/fail. For specific details on the inter-college transfer process, please contact the College Welcome Center.

Academic Advising

Students should meet with an advisor at least once per semester. Students wishing to review their files or obtain updated curriculum evaluations can make an appointment to see an advisor in one of the following offices:

- The University Advising Center, 3rd floor, McCormack Hall, for students who have fewer than 60 credits or have not officially declared a concentration.
- The appropriate academic department for students who have 60 credits or more and have officially declared a concentration. A list of faculty advisors is available in the College Welcome Center.

DEPARTMENT OF ACCOUNTING AND FINANCE

Faculty

Arindam Bandopadhyaya, Associate Professor and Chair; Professors Lal C Chugh, Lawrence G Franko, Eric W Hayden; Associate Professors James Bierstaker, Thomas Hogan, Kiran Verma, Sally Wright; Assistant Professors James Bennett, Siew Chan, Miranda Detzler, Demissew Diro Ejara, Ann Jones; Lecturer Alan Vogel

The Department

The Department of Accounting and Finance offers concentrations in accounting and finance to prepare students for a range of careers in public, private, or not-for-profit organizations. The department offers students, regardless of their eventual concentrations, a solid grounding in accounting and finance that will contribute to their professional preparation. At the upper levels, specialized courses are designed to qualify students for specific professional careers. The department also offers sequence of courses offered below, that help students become qualified for various professional certifications.

Concentrations

Accounting

The concentration in accounting gives students a broad understanding of accounting theory and techniques in preparation for the full range of career opportunities in the private, public and not-for-profit sectors. The accounting concentration is appropriate for students who seek the necessary range and depth in their academic preparation for such careers as public accounting, comptrolling, and auditing (both internal and external)

Requirements (21 credits)

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 363 (Cost Accounting)
- AF 450 (Federal Taxation I)
- AF 470 (Financial Auditing)

or

- AF 471 (Managerial Auditing)

And one of the following:

- AF 330 (Business Law)
- AF 410 (Advanced Accounting)
- AF 433 (Accounting for Non-Business Organizations)
- AF 451 (Federal Taxation II)
- AF 463 (Advanced Managerial Accounting)
- AF 472 (AIS Audit and Control)
- AF 478 (Special Topics in Accounting)
- AF 480 (Internship in Accounting)
- AF 485 (Small Business Practicum)
- AF 488 (Independent Study)
- Any other approved accounting course

The accounting curriculum offers opportunities for the preparation of a wide variety of professional certifications such as Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified Management Accountant(CMA) and Certified Information Systems Analyst (CISA).

Students should take careful note that requirements for professional certificates demand highly specialized course work; therefore, prior to electing such a program of study, all students should talk with faculty advisors.

Certified Public Accountant (CPA)

Students planning careers as CPAs should follow a special program to meet the requirements of the various state statutes regulating eligibility for the CPA examination:

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 330 (Business Law)
- AF 410 (Advanced Accounting)
- AF 450 (Federal Taxation I)
- AF 451 (Federal Taxation II)
- AF 470 (Financial Auditing)
- AF 472 (AIS Audit and Control)

Certified Internal Auditor (CIA)

Students preparing for careers as certified internal auditors (CIA) should plan a special program around the requirements recommended by the Institute of Internal Auditors. At a minimum, the program should include:

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 363 (Cost Accounting)
- AF 463 (Advanced Managerial Accounting)
- AF 471 (Managerial Auditing)
- AF 472 (AIS Audit and Control)

as well as other courses from the accounting, finance and management sciences offerings. Students should consult CIA literature early in the senior year to obtain the latest requirements and application dates for the certification examination.

Certified Managerial Accountant (CMA)

Students intending to sit for the Certificate in Management Accounting (CMA) should plan a special program set around the requirements set by the Institute of Management Accounting of the National Association of Accountants. At a minimum, the program should include:

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 363 (Cost Accounting)
- AF 410 (Advanced Accounting)
- AF 450 (Federal Taxation I)
- AF 451 (Federal Taxation II)
- AF 463 (Advanced Managerial Accounting)
- AF 471 (Managerial Auditing)

Finance

The finance concentration provides student with a broad understanding of financial theory and techniques. From course work, students acquire the knowledge and skills to prepare for jobs as comptrollers, treasurers, analysts, investment bankers, or to take on other challenging jobs in finance.

Requirements (15 credits)

- AF 325 (Theory of Finance)
- AF 335 (Investments)
- AF 495 (Financial Policy)

And two of the following:

- AF 425 (Topics in Corporate Financial Management)
- AF 426 (Financial Modeling)
- AF 435 (Derivative Securities)
- AF 445 (Markets and Financial Institutions)
- AF 455 (International Financial Management)
- AF 465 (Small Business Financial Management)
- AF 475 (Real Estate Finance and Investment)
- AF 478 (Special Topics in Accounting and Finance)
- AF 479 (Seminar in Finance)
- AF 485 (Small Business Practicum)

Early in the senior year, students interested in certification as Chartered Financial Analysts (CFAs) should consult literature from the Institute of Chartered Financial Analysts for requirements and examination dates and should then follow the appropriate program of study.

Department of Accounting and Finance

Accounting Courses

AF 210
Financial Accounting
Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.
Prerequisite: 30 credits.
3 Lect Hrs, 3 Credits

AF 211
Managerial Accounting
Presents the theory and technique of managerial accounting, from the particular perspective of the manager. The course covers the identification and analysis of the behavior of costs within the organization, and illustrates how managers use such knowledge for planning and control. Major topics include responsibility accounting, comprehensive and cash budgeting, standard job order and process cost systems, cost-volume-profit analysis, cost allocation, activity-based costing, standard costs, and variance analysis.
Prerequisites: AF 210 and 30 credits.
3 Lect Hrs, 3 Credits

AF 310
Intermediate Accounting I
This is the initial course in the intermediate accounting sequence, to be followed by AF 311. This course provides knowledge of financial accounting theory, with particular emphasis on the application of theory and on the practical problems arising from the limitations of traditional financial statements. It also provides in-depth analysis of the application of generally accepted accounting principles to asset and current liability items. In addition, students learn to research business problems through the use of the Internet; and discuss ethical issues faced by managers.
Prerequisites: AF 211 and 60 credits. AF 211 and AF 310 can be taken concurrently with permission of the Undergraduate Program Office.
3 Lect Hrs, 3 Credits

AF 311
Intermediate Accounting II
This is the second course in the intermediate accounting sequence. This course continues to develop accounting theory, using principles, concepts, and accounting pronouncements to analyze and resolve accounting issues. Students acquire an understanding of issues unique to corporations and complete the study of the balance sheet by examining long-term debt and equity issues. In addition, they discuss ethical issues faced by managers in today's business world. Continuing emphasis will be placed on computer application skills, research skills and written and oral communication skills. It is recommended that students take AF 301 before AF 311.
Prerequisites: AF 310 and 60 credits.
3 Lect Hrs, 3 Credits

AF 315
Accounting Information Systems
This course examines the design, implementation, operation, and control of contemporary computer-based accounting information systems. Students complete projects which require the use of current information technology to solve real world problems.
Prerequisites: AF 211 and 60 credits.
3 Lect Hrs, 3 Credits

AF 330
Business Law
Examines the body of law involved in the formation, operation, and termination of business organizations; in contracts; in debtor-creditor relations; in uniform commercial code (sales, commercial paper, secured transactions); in property, estate, and trust; in government regulations; and in issues of CPA liability. Course content encompasses the topics to be found on the CPA law examination.
Prerequisites: AF 211 and 60 credits.
3 Lect Hrs, 3 Credits

AF 363
Cost Accounting
Examines the design, implementation and operation of cost accounting systems. With primary emphasis on cost analysis in manufacturing, the course explores cost standards, actual performance, and variances. To a lesser extent, it also applies concepts of cost accounting to manufacturing and service organizations.
Prerequisites: AF 211 and 60 credits.
3 Lect Hrs, 3 Credits

AF 410
Advanced Accounting
Develops in depth understanding of financial accounting and reporting in the following areas: business combinations, consolidated financial statements, foreign currency transactions, translation of financial statements of foreign affiliates, reorganization and liquidation, partnerships and other advanced areas. Continues to build on skills acquired from AF 310 and 311 while providing comprehensive treatment of selected topics.
Prerequisites: AF 311 and 60 credits. AF 311 and AF 410 may be taken concurrently with permission of the Undergraduate Program Office.
3 Lect Hrs, 3 Credits

AF 433
Accounting for Non-Business Organizations
Develops the specialized knowledge of finance and accounting necessary for the successful financial management of such non-business organizations as governmental agencies, foundations, hospitals, and universities. The course particularly stresses fund accounting as well as the accounting principles appropriate to such organizations.
Prerequisites: AF 310 and 60 credits.
3 Lect Hrs, 3 Credits

AF 450
Federal Taxation I
Studies the law and procedures of the federal income taxation of individual taxpayers. The course presents the income tax concepts of gross income recognition, deductions, tax credits, and the effects of property transactions.
Prerequisites: AF 211 and 60 credits.
3 Lect Hrs, 3 Credits

AF 451
Federal Taxation II
Applies the income tax concepts presented in AF 450 to corporations, partnerships, Subchapter S corporations, trusts, and estates. The course introduces the concepts of the federal gift tax and the federal estate tax.
Prerequisites: AF 450 and 60 credits.
3 Lect Hrs, 3 Credits

AF 463
Advanced Managerial Accounting
Continues the study of cost accounting, with emphasis on the managerial application of cost data and financial accounting information to decision making. Includes studies in relevant costs, cost behavior analysis, risk analysis as applied to capital budgeting, inventory management, cost allocation, and variance analysis.
Prerequisites: AF 363 and 60 credits.
3 Lect Hrs, 3 Credits

AF 470
Financial Auditing
Encompasses both the theory and the technique of financial auditing. The course examines the professional role of the auditor, along with its operational, ethical, and legal implications. Areas typically covered include professional auditing standards, the auditors' report, specialized reporting

Department of Accounting and Finance

issues, auditors' legal responsibilities, gathering and evaluating evidence, the internal control structure audit sampling, and the Code of Professional Conduct. Discussions consider issues of judgment typically faced by auditors in practice.
Prerequisites: AF 311 and 60 credits. AF 311 and AF 470 may be taken concurrently with permission of the Undergraduate Program Office.
3 Lect Hrs, 3 Credits

AF 471
Managerial Auditing
Evaluates activities at all levels of operations to improve either profitability in the private sector or operational performance in the public sector. The course presents the conceptual foundations of auditing, as well as the practical application of auditing techniques to the public and private sectors. Cases drawn from both corporate and governmental audits illustrate "real world" dilemmas of managerial auditing. It is recommended that students take AF 363 before 471.
Prerequisites: AF 310 and 60 credits.
3 Lect Hrs, 3 Credits

AF 472
AIS Audit and Control
Designed for students preparing for a career in internal accounting, auditing, or systems assurance. The course reviews concepts, design, and control of computer-based systems; examines the systems audit process; employs computer-based methods to evaluate simulated client systems; and examines the nature and impact of computer-assisted crime. It is recommended that students take AF 315 and AF 470 before taking AF 472.
Prerequisites: AF 310 and 60 credits.
3 Lect Hrs, 3 Credits

AF 478
Special Topics in Accounting
Addresses a specific topic in accounting. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisite: Permission of instructor and 60 credits.
3 Lect Hrs, 3 Credits

AF 480
Accounting Internship
Provides students with opportunities for full- or part-time work experience in an accounting or finance setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, of which 21 must be in management core; one concentration course; minimum 2.5 GPA; permission of chair.
3 Credits

AF 485
Small Business Institute Practicum
Through this practicum students have the opportunity to apply financial, marketing, and other management principles to selected small business concerns. The course, offered in cooperation with the Small Business Administration, lets students offer management counseling and technical assistance to small business organizations. Students work in teams with faculty guidance.
Prerequisites: AF 301 and 60 credits. (AF 325, AF 335, and AF 465 are recommended.)
3 Credits

AF 488
Independent Study
A student-initiated research project on an accounting topic, supervised by a member of the accounting faculty. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor.
3 Credits, Hrs by arrangement

Finance Courses

AF 201
Personal Finance
Introduces students to planning and managing personal and family finances. Topics include insurance and estate planning, relationships with banks, issues in home ownership and real estate, the fundamentals of investing in stocks and bonds, tax planning, leasing as compared with buying automobiles, and financing college education. This course cannot be counted toward the finance or accounting concentration in the College of Management.
3 Lect Hrs, 3 Credits

AF 301
Introduction to Financial Management
Introduces financial management (both short term and long term), specifically what an organization invests in, and how the necessary funds are best raised; the course also acquaints students with various kinds of securities and the operation of financial markets and institutions. Specific topics include ratio analysis, working capital management, financial markets and institutions, the time value of money and capital budgeting, the cost of capital, financial leverage and capital structure, and dividend policy.
Prerequisites: AF 211 and 60 credits. Students are strongly recommended to take ECON 101 and 102, MATH 134 and MSIS 111 before taking AF 301.
3 Lect Hrs, 3 Credits

AF 325
Theory of Corporate Finance
Provides a sound understanding of the principles of and analytical techniques used in financial management. The course describes financial decision making by corporations and shows how it can be used to address practical problems and illuminate institutional aspects of the financial world. Topics include review of valuation concepts, cost of capital, advanced capital budgeting, capital structure theories, dividend policy, IPOs, long-term financing and working capital management.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 335
Investments
Provides the student with an understanding of capital market securities, operations, valuation, and investment techniques. Specifically, the course covers definitions of various investment vehicles, operation of the NYSE and NASDAQ markets, portfolio theory (CAPM and APT), valuation of stocks and bonds, and investor capital allocation decisions, including discussions of mutual fund selection.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 425
Topics in Corporate Financial Management
Builds on the principles and concepts developed in AF 325 and introduces several new topics including real options, risk management techniques, convertible securities, leasing and mergers and acquisitions. It is recommended that students take AF 335 before AF 425.
Prerequisites: AF 325 and 60 credits.
3 Lect Hrs, 3 Credits

AF 426
Financial Modeling
Introduces the principles and techniques for building financial models, especially in an uncertainty framework. Topics include deci-

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sion support systems, risk analysis and capital budgeting under uncertainty. Integrates financial, accounting and statistical concepts and techniques to construct financial models and to perform analyses using micro-computer based software.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 435
Derivative Securities
Derivative securities are contracts whose payoffs are derived from the outcome of another security or asset price. This course focuses on the valuation and (mis)use of derivative securities. Specifically the course covers: history of derivatives, valuation of forwards, futures, swap and option contracts and the use of derivative securities to hedge financial risk, particularly interest rate and foreign currency risk. It is recommended that students take AF 335 before 435.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 445
Markets and Financial Institutions
Examines the role of financial markets and institutions in the economy. The course focuses on the working of various financial markets and how financial institutions and other users interact with financial markets. Topics include interest rates; term structure of interest rates; money and capital markets; innovations in capital markets; credit risk and asset and liability management; international financial markets; currency fluctuations; and management of currency risk.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 455
International Financial Management
Provides the student with the knowledge and skills needed by managers in organizations active in international trade, facing foreign competition, or involved in foreign direct investment. The course focuses on the unique international variables and constraints which modify single-country financial management concepts. Topics include the determination of exchange rates, forecasting exchange rates, foreign exchange risk management, transfer pricing policies, multinational capital budgeting with cash flows in more than one currency, international financial markets, and country risk in multinational investment decisions.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 465
Small Business Financial Management
Examines the formation and financial management of small business organizations, both for profit and non-profit. The course emphasizes the managerial concepts and analytical tools useful to small enterprises in personnel organization, financing, and marketing. Specific topics include identifying opportunities, appraising their potential for success, raising necessary capital, negotiating price and terms for purchase or financing, and typical operational problems arising at various stages during the life cycle of small enterprises.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 475
Real Estate Finance and Investment
Deals with the financing, valuation, and development of real estate investments. The course examines the theoretical and pragmatic models of valuation, the financial structure of successful developments, and the appropriate models of investment choice and portfolio management for real estate investors. It develops an appreciation of the similarities and differences between real and financial assets, and integrates the techniques of real estate analysis with those of corporate finance. Students are expected to participate actively in analyzing real estate investments and developments through case studies, and through interaction with executives from the investment, development, and lending communities.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 478
Special Topics in Finance
Addresses a specific topic in finance. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisite: 60 credits.
3 Lect Hrs, 3 Credits

AF 479
Seminar in Finance
Examines classic and current articles in financial literature. The course enables small groups of advanced students to work on selected finance topics and develop their ability to follow the academic literature and do independent work.
Prerequisites: AF 301 and 60 credits.
3 Lect Hrs, 3 Credits

AF 485
Small Business Practicum
Through this practicum students have the opportunity to apply financial and general management principles to activities in selected small business concerns. Working in teams with faculty guidance, students offer financial management counseling and technical assistance to small organizations,
Prerequisites: AF 301 and 60 credits. (AF 325, AF 335, and AF 465 are recommended.)
3 Credits

AF 488
Independent Study
A student-initiated research project on a finance topic, supervised by a member of the finance faculty. The course is open to a limited number of students each semester.
Prerequisites: Permission of instructor and 60 credits.
3 Credits, Hrs by arrangement

AF 495
Financial Policy
Utilizes the case study method to apply theoretical concepts and techniques learned in previous courses to the analysis of real situations and practical problems in financial management and policy. Some cases will have a strong international focus. This course is intended as a "capstone" course to be taken after all other concentration courses. It provides an opportunity for reviewing, integrating, and putting into practice the skills acquired in previous courses.
Prerequisites: AF 325 and AF 335 and 60 credits.
3 Lect Hrs, 3 Credits

DEPARTMENT OF MANAGEMENT AND MARKETING

Faculty

Michael Novak, Associate Professor and Chair; Professors Arthur Goldsmith, Peter McClure, Mary Lou Roberts, Leon Zurawicki; Associate Professors David Levy, Raymond Liu, Philip Quaglieri, Joan Tonn; Assistant Professors Silvia Dorado, Mohsin Habib; Lecturer Edward Romar

Department Concentrations

The Department of Management and Marketing offers three concentrations.

- International Management
- Management
- Marketing

International Management

The international management concentration seeks to broaden students' horizons and prepare them for a world in which business and commerce are increasingly worldwide in scope. Employers have a growing need for managers with the knowledge and skills to operate effectively in this environment. This concentration will help students understand the technological, economic, and political forces shaping the global economy, and the implications for management practices. Students will gain an appreciation of the diverse economies and culture in different countries. The interdisciplinary nature of this concentration provides students with the flexibility to choose courses from a broad range of disciplines related to international business.

Requirements

Five advanced courses (15 credits with at least 9 from the College of Management) are required for College of Management students to successfully complete the international management concentration. All concentrators take must take all three of the following:

- MKT 430 (International Marketing)
- MGT 434 (Managing in the Global Economy)
- AF 455 (International Finance)

And two of the following:

- ECON 334 (International Trade)
- ECON 335 (International Finance)
- ECON 336 (Economic Development)
- ECON 372 (Comparative Economic Systems)
- ECON 435 (The Multinational Corporation)
- IR 480 (The Political Economy of International Trade)
- POLSCI 410 (The Politics of International Economic Relations)
- MGT 480 (Internship)

Management

The management concentration is ideal for students who want to keep their options open and avoid narrow, specialized career paths. Courses are designed to increase students' abilities to begin and advance their management careers in the rapidly changing structures of today's business and government organizations. In these courses students develop analytic, writing and oral presentation skills along with the computer-based skills employers require for entry-level positions in many different types of companies and industries. This concentration enables students not only to choose from the available academic courses in management but also incorporate an internship or co-op and/or an independent study into their curriculum.

Requirements:

Five advanced courses (15 credits) are required for College of Management students to successfully complete the management concentration. All concentrators take:

- MGT 401 (Introduction to Human Resource Management)
- MGT 421 (Skills in Leadership and Teamwork)
- MGT 434 (Managing in the Global Economy)

And two other courses selected from the following list:)

- MGT 415 (Introduction to Environmental Management Issues)
- MGT 431 (Legal Environment of Business)
- MGT 450 (Advanced Topics in Managing Organizations)
- MGT 470 (Entrepreneurship)
- MGT 478 (Special Topics in Management)
- MGT 480 (Internship)
- MGT 488 (Independent Study)

Marketing

The purpose of marketing is to find and keep customers. Employers in today's economic environment are keenly aware of this fact and actively seek competent, committed individuals for a variety of high growth careers in the field of marketing. The marketing concentration is designed to help students meet these criteria by providing them with an in-depth understanding of the most current thinking and practices in strategic marketing and marketing techniques along with the analytic, communication and computer skill employers expect. The flexibility of the marketing curriculum is designed to encourage students to select courses, which are of the most interest to them. Students are also eligible to complete an internship as part of their concentration requirements.

Requirements

Five advanced courses (15 credits) are required for the College of Management students to successfully complete the marketing concentration. All concentrators take MKT 310 (Data Analysis for Marketing Management) and MKT 495 (Marketing Management) (a final integration course) and three other courses selected from the following list:

- MKT 402 (Sales Management)
- MKT 403 (Integrated Marketing Communication)
- MKT 404 (Retailing in the Internet Age)
- MKT 405 (Web Page Marketing)
- MKT 406 (Direct Marketing)
- MKT 407 (Services Marketing)
- MKT 430 (International Marketing)
- MKT 478 (Special Topics in Marketing)
- MKT 480 (Internship)
- MGT 470 (Entrepreneurship)

Management Courses

MGT 130
Introduction to Business
Familiarizes students with the nature of business and its relationship to other institutions in society. The course examines business ownership, organization, management, marketing, human resources management, production, and finance. In addition, it explores issues in the relationships between law and business and government and business.
3 Lect Hrs, 3 Credits

MGT 303
Managing Organizations
Examines theory, research, and practice in the management of organizations. Students learn to make use of analytical tools for recognizing, diagnosing, and acting on managerial problems related to organizations to their objectives, and to the development of human resources. The course emphasizes topics at the macro level, such as organizational analysis and design, and at the micro level, such as managerial behavior, motivation, and interpersonal relations.
Prerequisites: ACM 299 and 60 credits; for other UMass Boston students, successful completion of the writing proficiency exam and 60 credits.
3 Lect Hrs, 3 Credits

Department of Management and Marketing

MGT 330
Business Environments and Public Policy
Examines the interaction of business and government in the contemporary public policy process in the United States. The course helps students become familiar with the private sector's effect on the public sector as well as the public's effect on the private. It also examines how government promotes, regulates, and competes with private enterprise.
Prerequisites: ACM 299 and 60 credits; for other UMass Boston students, successful completion of the writing proficiency exam and 60 credits.
3 Lect Hrs, 3 Credits

MGT 331
Managerial Ethics and Social Issues
Examines the kinds of ethical principles (e.g. justice, equality, rights and obligations, and the public interest) generally offered in justification of ethical judgments. Students learn to apply these principles to the social and economic issues that managers face, such as pollution, safety, discrimination, and fiduciary and product responsibilities. The course includes a research paper on an ethical problem in management.
Prerequisites: MGT 303 and 60 credits.
3 Lect Hrs, 3 Credits

MGT 401
Introduction to Human Resources Management
Examines the role of the human resource manager in both public and private sector organizations. Topics include personnel planning, selection, appraisal, training and development, compensation, and international aspects.
Prerequisites: MGT 303 and 60 credits.
3 Lect Hrs, 3 Credits

MGT 421
Skills in Leadership and Teamwork
Focuses on job-relevant skills that entry-level and middle-level managers need to acquire if they are to meet the challenges posed by problems in their work that involve dealing with people. The course focuses, for example, not on theories of group dynamics, but on how a manager can effectively chair a committee or lead a project team; not on theories of power but on short and long term strategies for acquiring and using power. The course focuses, therefore, on skill acquisition and practice rather than on understanding conceptual material. Required readings are used to further understanding of concepts introduced in MGT 303 and to facilitate skill practice.
Prerequisites: MGT 303 and 60 credits.
3 Lect Hrs, 3 Credits

MGT 431
The Legal Environment of Business
Seeks to help students broaden their understanding of our legal and regulatory system and how it affects them as business managers. Businesses have become increasingly subject to law and regulations. Legal and regulatory provisions pervade such aspects of business as the sale of securities, marketing practices, product liability, and business relationships with employees, customers, and other interested parties. This course assists students in developing their ability to meet the legal and regulatory demands and responsibilities of business today.
Prerequisites: MGT 303, MGT 330, and 60 credits.
3 Lect Hrs 3 Credits

MGT 434
Managing in the Global Economy
This course is designed to familiarize students with the world of international business. It introduces students to the special problems and issues firms encounter by virtue of operations abroad. It focuses on such concerns as relationships with host governments, and the complexities of planning, communicating, and controlling in the international arena.
Prerequisites: MGT 303 and 60 credits.
3 Lect Hrs, 3 Credits

MGT 450
Advanced Topics in Managing Organizations
Treats particular current issues and topics in the areas of human resource management, entrepreneurship, organizational behavior, and/or international management. Important, current topics, such as re-engineering, innovation, downsizing, or globalization often overlap two or more of the above areas. These advanced topics build on earlier courses and explore topics in depth. The specific topics are announced prior to pre-registration.
Prerequisites: MGT 303 and 60 credits.
3 Lect Hrs, 3 Credits

MGT 470
Entrepreneurship and Innovation in Organizations
Introduces students to entrepreneurship and small business management. This course focuses on writing business plans, analyzing financial data, and exploring legal issues in the creation of new enterprises. The course also provides students with an opportunity to evaluate their career interests and personal skills in the area of entrepreneurship and small business management.
Prerequisites: MGT 303 and 60 credits.
3 Lect Hrs, 3 Credits

MGT 478
Special Topics in Management
Addresses a specific topic in management. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisites: MGT 303 and 60 credits.
3 Lect Hrs, 3 Credits

MGT 480
Management Internship
Provides students with opportunities for full- or part-time work experience in a management setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, of which 21 must be in management core; one concentration course; and minimum 2.5 GPA.
3 Credits

MGT 488
Independent Study
A student-initiated research project on a management topic, supervised by a member of the management faculty. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor.
3 Credits, Hrs by arrangement

MGT 490
Strategic Management
Focuses on the organization as a whole from a perspective that takes into account both the role of top management and the future of the organization. The course is designed to be the capstone course in the student's College of Management curriculum. It develops an approach for identifying the mission of the organization, exploring its external environment for opportunities and risks, and relating these to internal strengths and weaknesses. This course is required of all College of Management students.
Prerequisite or Corequisite: MGT 331.
Prerequisites: AF 210, AF 211, AF 301, MGT 303, MGT 330, MKT 301 and MSIS 301.
3 Lect Hrs, 3 Credits

Department of Management and Marketing

Marketing Courses

MKT 301
Principles of Marketing
Develops students' understanding of marketing principles underlying the selection and assessment of markets, and the development and delivery of products and services.
Prerequisites: ACM 299 and 60 credits; for other UMass Boston students, successful completion of the writing proficiency exam and 60 credits.
3 Lect Hrs, 3 Credits

MKT 310
Data Analysis for Marketing Management
Familiarizes students with data analysis techniques for marketing decision making. Emphasis is given to secondary data and secondary data processing. The course makes extensive use of computers and commercial software: word processing and graphics programs, spreadsheets, and statistical analysis packages containing data description, bivariate and multivariate models. It also emphasizes report writing and oral presentation skills.
Prerequisites: MKT 301, MSIS 111, and 60 credits.
3 Lect Hrs, 3 Credits

MKT 402
Sales Management
Develops students' understanding of and skills in managing the personal selling function. The course is divided into three parts: personal selling as part of the organization's promotional marketing and corporate strategies; self-management and the selling process; and administrative and strategic decisions of the sales manager.
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 403
Integrated Marketing Communication
Integrated marketing communication (IMC) is a response to communication challenges facing today's organizations. More encompassing than advertising, IMC weaves together a broad array of traditional and innovative communication tools and techniques in highly coordinated customer-focused programs. In this course students are provided with a thorough exposure to traditional tools and methods of advertising. On this base, the newest concepts and applications of IMC are developed, incorporating channels from the Internet to public relations. Drawing on reading materials, lectures, guest speakers, exercises and projects, participants are expected to understand and create their own IMC strategies.
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 404
Retailing in the Internet Age
Retailing goods and services to consumers has always taken a wide variety of forms, from the single-unit entrepreneurial enterprise to the shopping mall to the regional or national chain. In recent years shopping on the Internet has been added to the options available to the retail customer. This course covers all aspects of traditional retail marketing from site selection to merchandising policies to evaluation of effectiveness. It pays special attention to the new techniques and strategies required for business to consumer e-commerce and to the challenges presented by the need to integrate e-tailing into existing retail businesses
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 405
Web Page Marketing
In a short period of time, use of the Internet for marketing communications and commercial transactions has become commonplace among consumer product and service firms, business-to-business marketers, and nonprofit organizations. Use of the Internet for marketing purposes involves all basic marketing disciplines and adds the important elements of interactivity and tractability. It requires a user-level understanding of the technologies that make the Internet a communications medium and a transactional channel. This course provides the fundamental knowledge and marketing perspective required to successfully incorporate the Internet into the marketing activities of organizations of all types and sizes.
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 406
Direct Marketing
Direct marketing has wide-spread applications to the marketing of consumer and business-to-business goods and services as well as to not-for-profit marketing. This course identifies the decision elements of direct marketing and covers the specialized techniques and communications media used to plan and implement direct response programs. It makes use of lectures, cases, guest speakers, and field trips.
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 407
Services Marketing
Examines what differentiates services marketing from the marketing of products. Special attention is focused on the unusually intricate planning and interaction required among the traditional management functions of marketing, operations, human resources, and finance that characterize the marketing of services.
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 430
International Marketing
Adapts marketing strategy to fit the special requirements of international market structures, as well as differing cultural, political, and legal environments. The course is recommended for students contemplating careers in international business.
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 478
Special Topics in Marketing
Addresses a specific topic in marketing. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisites: MKT 301 and 60 credits.
3 Lect Hrs, 3 Credits

MKT 480
Marketing Internship
Provides students with opportunities for full- or part-time work experience in a marketing setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, of which 21 must be in management core; one concentration course; and minimum 2.5 GPA.
3 Credits

MKT 488
Independent Study
A student-initiated research project on a marketing topic, supervised by a faculty member. The course is open to a limited number of students each semester.
Prerequisites: Permission of instructor, MKT 301, and 60 credits.
3 Credits, Hrs by arrangement

Department of Management and Marketing

Managerial Communication Courses

ACM 298
Intensive Critical Thinking and Writing for Managers
Open to College of Management students only. This course provides rigorous instruction in analytical reading, critical thinking, and business writing for management students. The course will be writing-intensive and will prepare students for the challenges of the College of Management's primary writing course, ACM 299. The course will also devote some attention to students' presentation skills.
Prerequisites: ENGL 101 and 102, CM writing proficiency placement test.
3 Lect Hrs, 3 Credits

ACM 299
Analysis and Communication for Managers
Offers instruction and practice in the writing of persuasive analytical prose. With its focus on managerial reasoning, the course emphasizes clarity and coherence in case analyses and project reports. It is required of all students in the College of Management.
Prerequisite: ENGL 101 and ENGL 102 and a score of "Pass" on the College Writing Placement Test.
3 Lect Hrs, 3 Credits

DEPARTMENT OF MANAGEMENT SCIENCE AND INFORMATION SYSTEMS

Faculty

Jean-Pierre Kuilboer, Associate Professor and Chair; Professor Daniel G Shimshak; Associate Professors Noushin Ashrafi, Peter Ittig, Oscar Gutierrez, Octavio Richetta, Janet Wagner; Assistant Professors Pratyush Bharati, David Heimann, Jeff Keisler, Sathasivam Mathiyalakan; Lecturers Roger Blake, Frenck Waage

The Department

The Department of Management Science and Information Systems offers concentrations in management information systems and operations management and information systems. The department offers students both a strong background in theory and opportunities to learn state-of-the-art practical applications and techniques. Students not seeking concentrations in management science and information systems but wishing to increase their knowledge in the area are encouraged to elect any of the department's upper level courses.

Concentrations

Management Information Systems

Information technology is transforming all aspects of business. In the new millennium even greater changes are occurring as computer, communications, and network technologies are joining forces to create an exciting new world of intelligent systems, multimedia, and world-wide-instant communication to share information and ideas. Students who concentrate in MIS acquire the background needed to take a leading role in this innovative field which includes the planning, design, implementation, modification, and use of today's—and tomorrow's—computer-based information communication, and network systems. MIS offers career opportunities in all types of organizations including international corporations, manufacturing, medical, service institutions, and financial firms.

Requirements (18 credits)

All four of the following:
- MSIS 310 (Client/Server Programming)
- MSIS 411 (Database Management)
- MSIS 415 (Object-Oriented Programming for Business)
- MSIS 461 (Systems Analysis and Design)

One of the following:
- MSIS 422 (Decision Support Systems and Groupware)
- MSIS 425 (Project Management)
- MSIS 426 (e-Business and e-Commerce Infrastructure)
- MSIS 452 (Quality Management)
- MSIS 478 (Special Topics in Management Science and Information Systems)

and one of the following:
- MSIS 414 (Computer Networks for Management)
- MSIS 416 (Object Oriented Information Systems)

Operations Management and Information Systems

The fundamental task of any organization—whether large or small, profit or nonprivate, private or public, domestic or international—is to produce goods and/or services. It is also becoming increasingly recognized that one of the most powerful tools for increasing the efficiency, productivity, and competitiveness of an organization is well planned, built, and managed computer and information systems. Students who concentrate in Operations Management and Information Systems acquire a well-balanced background in both technical management information systems skills and the managerial context necessary to assure that an organization can provide quality services and goods in order to maintain their competitiveness in both domestic and international markets.

Requirements (15 credits)

- MSIS 450 (Operations Management: Domestic and Global)
- MSIS 461 (Systems Analysis and Design)

One to three of the following:
- MSIS 422 (Decision Support Systems and Groupware)
- MSIS 425 (Project Management)
- MSIS 452 (Quality Management)
- MSIS 478 (Special Topics in Management Science and Information Systems)
- MSIS 480 (Internship)

and up to two of the following:
- MSIS 310 (Client/Server Programming or)
- MSIS 415 (Object-Oriented Programming for Business)
- MSIS 411 (Database Management)
- MSIS 414 (Computer Networks for Management)
- MSIS 416 (Object Oriented Information Systems)

Department of Management Science and Information Systems

Courses

MSIS 105
Introduction to Information Systems
Introduces computers, information systems, and their use in society for students with minimal prior knowledge in this area. Topics include overviews of current information technology concepts and components, the Internet, and productivity software tools. The course offers an extensive hands-on component in the use of current technology. This course cannot be counted toward the management information systems or management science concentration in the College of Management.
3 Lect Hrs, 3 Credits

MSIS 110
Introduction to Computers and Information Systems
Introduces systems thinking principles, computers, information systems, and their use in business decision making. Topics include management information systems concepts and components, issues involving information management, productivity software tools. The course offers an extensive hands-on component in the use of state-of-the-art technology.
3 Lect Hrs, 3 Credits

MSIS 111
Managerial Statistics
Provides the student with the basic statistical techniques needed for business decision making in areas such as operations management, quality improvement, marketing research, finance, and general management. The course examines collection and presentation of data, frequency distributions, basic probability, statistical inference, and regression. Students use statistical software for data presentation and analysis.
Prerequisite: MATH 129.
Corequisite: MSIS 110.
3 Lect Hrs, 3 Credits

MSIS 123
Introduction to Information Security
This course will present an overview of the threats to your information technology infrastructure and intellectual property, with an emphasis on the detection and prevention of intrusions or theft. The protection of services such as the World Wide Web, file sharing, and e-mail will be analyzed. The vulnerabilities and hardening of major operating systems such as Linux and Microsoft's Windows 2000 will be discussed. The course takes a holistic approach, discussing the technical but focusing on the need for proper training and procedures in the maintenance of an effective yet secure information technology infrastructure. While the material of the course is technical in nature, no systems administration or software development experience is assumed. A good familiarity with the use of the Internet and computers is required, and some knowledge of TCP/IP would be helpful.
3 Lect Hrs, 3 Credits

MSIS 124
Introduction to Visual Basic.NET
This is an introductory course for Visual Basic.NET, an object-oriented, event-driven language that is a subset of the Visual Studio.NET environment. It is designed to provide the beginning Visual Basic programmer with the tools to create Visual Basic applications that conform to well-adopted Windows standards. In addition, it will introduce the students to object-oriented programming concepts, which are key to successful Windows and Web-based development efforts. While students are expected to have familiarity with basic Windows 95, Windows 98, or Windows 2000 concepts, little or no programming experience is required.
3 Lect Hrs, 3 Credits

MSIS 212
Managerial Decision Making
Provides the student with knowledge of more advanced decision making tools building upon the skills developed in MSIS 110 and MSIS 111. The emphasis of this course is on using management information systems and quantitative analysis tools to improve the quality of managerial decision making. Topics include decision theory and analysis, optimization, simulation, and forecasting. Students use advanced functions in spreadsheet packages and decision support software for analysis of practically oriented problems in various management setting.
Prerequisites: MSIS 110 and MSIS 111.
3 Lect Hrs, 3 Credits

MSIS 224
Advanced Visual Basic.NET
This is an advanced course for Visual Basic.NET, an object-oriented, event-driven language that is a subset of the Visual Studio.NET environment. It is designed to provide programmers familiar with the basic concepts and functionality of Visual Basic.NET with the tools to create more robust application programs that would be applicable in many organizations today. Students must have taken an introductory Visual Basic.NET course or have practical experience with Visual Basic.Net in order to take this course.
Prerequisite: MSIS 124.
3 Lect Hrs, 3 Credits

MSIS 290
Information Systems Development and Management
This course is designed to offer a comprehensive understanding of systems development and management in organizations by examining currently used techniques and system development methodologies. A range of life-cycle models are considered, including prototyping, evolutionary development, and object-oriented approaches. The aim is to present a balanced overview of the process of analyzing user requirements, designing and developing computerized information systems to meet these requirements, and managing the information resource function. The course introduces students to the pitfalls of systems development and implementation in organizations, with the aim of developing the student's critical thinking skills.
3 Lect Hrs, 3 Credits

MSIS 301
Operations Management
Introduces the student to the concepts and techniques used by organizations to support their fundamental task of producing goods and services. This course includes a balanced view of the manufacture of tangible goods and the production of less-tangible services. Topics covered include product and process strategy, quality management, production planning for manufacturing and for service organizations, and inventory management. The course also includes an examination of the interactions of operations management, quantitative decision making techniques, and information technology. Students use management science techniques and software to examine a wide variety of operations management problems.
Prerequisites: MSIS 110, MSIS 111, and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 310
Client/Server Programming
Introduces students to graphical/visual programming concepts using current programming languages and Microsoft Windows Environment. The course will expose the students to both procedural and event-driven programming; it will also introduce component-based client/server implementation.
Prerequisite: MSIS 110 and 60 credits.
3 Lect Hrs, 3 Credits

Department of Management Science and Information Systems

MSIS 411
Database Management
Presents the logical concepts of database systems, the possible physical configurations, and the nature of database management software. Data analysis techniques and supporting modeling tools are reviewed and applied in individual and group projects. Discusses data as an organizational resource in the context of total quality management. Oracle is used extensively in a client/server environment. Topics include data analysis, database models, database management systems, CASE tools for data modeling, data manipulation particularly through SQL, storage allocation, and transaction design. The relevance of data as a resource and its relationship to other components of the organization are reviewed.
Prerequisites: MSIS 310 and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 414
Computer Networks for Management
Familiarizes students with the rapidly evolving technology in the areas of data, video, and voice communication. The course studies managerial issues relating to the use and management of advanced communication technology. Students learn how to exploit the technology for business purposes such as producing innovative services, improving quality, reducing cost, and providing real-time customer service. The relevance of Internet use in business applications is demonstrated. HTML is used to illustrate the development of Internet applications. The course helps develop an ability to manage such new technologies as ISDN, advanced intelligent networks, multimedia, fiber optics, and virtual networks towards goals such as growth and portability.
Prerequisites: MSIS 110 and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 415
Object Oriented Programming for Business
Introduces students to the concept of object oriented programming (OOP), a relatively new method of software design and implementation. OOP and procedural programming are different from the viewpoint of design. The course covers several such major concepts in OOP as abstract data type, class, object, encapsulation, inheritance and polymorphism. Comparisons between programming approaches are made, but emphasis is given to the practical application of OOP to current business programming problems. Java is used to illustrate the concepts covered in class.
Prerequisites: MSIS 310 and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 416
Object Oriented Information Systems
Provides a review of systems development principles with an object orientation as they relate to the analysis and design of database applications, knowledge base systems, and object-oriented programming. The course critically evaluates alternative approaches to information systems development and highlights the integrative nature of object oriented principles. The JAVA programming language is used extensively to illustrate the characteristic properties of current object oriented programming techniques such as encapsulation, inheritance, and polymorphism.
Prerequisites: MSIS 415 and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 422
Decision Support Systems and Groupware
Introduces students to the use of decision support systems (DSS) when confronted with structured, semi-structured, and ill-structured problems. The course presents DSS components, supporting technologies, and design methodologies. It also emphasizes the fundamental concepts and terminologies in the fields of decision support systems, group decision support systems, and executive information systems. Windows-based tools are used to demonstrate the interaction between quantitative methods, such as simulation, and computer technology to solve business problems and answer "what-if" type questions. Students will also explore the use of powerful groupware tools that support computer-mediated team work.
Prerequisites: MSIS 110, MSIS 111, and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 425
Project Management
Covers techniques and managerial concepts of project management. This course prepares students to manage either complex physical projects or complex software development projects. Topics presented in this course include project life cycles, economic analysis of projects, work breakdown structure, cost estimation, and the scheduling, staffing, directing, and controlling of projects. The course also covers the use of management science techniques and computer software for project management.
Prerequisites: MSIS 110 and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 426
e-Business and e-Commerce Infrastructure
e-Business and e-Commerce are essential parts of doing business today. Electronic Business is the use of computer-mediated networks for any process conducted by an organization (for-profit or otherwise). Electronic Commerce refers to e-Business processes that involve the transfer of ownership or rights for goods or services. Through lectures, case analyses and lab exercises, students will experience the technologies allowing alignment of Web with business priorities. Topics include development of e-Commerce Web sites, implemented through packaged solutions or their creation, using markup languages such as HTML and XML, scripting languages, database, security, and online payment technologies.
Prerequisites: MSIS 110.
2 Lect Hrs, 1 Lab Hr, 3 Credits

MSIS 450
Applied Operations Management: Domestic and Global
Focuses on production and manufacturing issues for both services and manufacturing, and includes in-depth discussions of aggregate planning, inventory control and manufacturing systems. The course also covers the problems and possibilities that come from global operations.
Prerequisites: MSIS 212, MSIS 301 and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 452
Quality Management
Examines approaches for planning and managing for quality within any organization, and the necessary tools for the analysis of quality problems. The course uses a total quality management framework; topics include statistical quality control concepts and tools, design and implementation of enterprise-wide quality programs, quality assurance for both manufacturing and service organizations, the economics of quality control, continuous process improvement, and employee-customer involvement.
Prerequisites: MSIS 110, MSIS 111 and 60 credits.
3 Lect Hrs, 3 Credits

Department of Management Science and Information Systems

MSIS 454
Supply Chain Management
This course teaches the leading-edge tools and techniques that enable the management of an organization to create sustainable profitable growth by managing the entire supply chain. A supply chain consists of suppliers, manufacturing centers, warehouses, distribution centers, and retail outlets. Supply chain management involves the full synchronization of market demand with flows of materials, information, other resources, and finished products through the entire system of raw materials to retail. The goal of supply chain management is to ensure that merchandise is produced and distributed at the right quantities, to the right locations, at the right time, satisfying service-level requirements while minimizing system-wide costs. Use is made of mathematical and information systems modeling techniques for supply chain management.
Prerequisites: MSIS 212 and MSIS 301.
3 Lect Hrs, 3 Credits

MSIS 461
Systems Analysis and Design
Introduces recent approaches to the analysis and design of computer information systems, including the hands-on use of computer aided software engineering (CASE) tools. The changing role of the systems analyst in both operations and systems applications in today's organizations is examined. The course critically analyzes systems development methodologies, including life cycle models and prototyping; reviews user-led developments and current approaches which facilitate user-developer collaboration; discusses effective diagramming and notational techniques now available to define and document functional requirements and operational business processes; and examines current methods used to test and evaluate the accuracy, completeness, and usability of documented requirements and convert them into efficient systems design or re-engineering processes. Topics include CASE tools, module and transaction design, human-computer interfaces, and system configuration. This course includes practical experience in analyzing and designing an organizational application. It discusses the concept of quality as applied to information systems and business process redesign as well as the role of information systems in managing quality within an organization.
Prerequisites: MSIS 110 and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 478
Special Topics in Management Science and Information Systems
Addresses a specific topic in management science and information systems. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisites: Permission of instructor and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 480
Management Science and Information Systems Internship
Provides students with opportunities for full- or part-time work experience in a management science and information systems setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, of which 21 must be in management core; one concentration course; and minimum 2.5 GPA.
3 Credits

MSIS 488
Independent Study
A student-initiated research project on a management sciences topic, supervised by a member of the management sciences faculty. The course is open to a limited number of students each semester.
Prerequisites: Permission of instructor and 60 credits.
3 Credits, Hrs by arrangement

College of Nursing and Health Sciences

COLLEGE OF NURSING AND HEALTH SCIENCES

ADMINISTRATIVE OFFICERS

Kristine B Alster, EdD	Interim Dean
Marion E Winfrey, EdD	Associate Dean
Lisa Abdallah, PhD	Coordinator, Learning Resource Center

DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

Amy Rex-Smith, DNSc	Department of Nursing
Gail Arnold, MS	Department of Exercise Science and Physical Education
Carol Ellenbecker, PhD	PhD Program Director, Nursing
Joan Garity, EdD	Graduate Program Director, Nursing
Margaret Musmon, EdD	Graduate Program Director, Exercise Science and Physical Education
Sherry L. Merrow, EdD	Undergraduate Program Director, Nursing

The College

The College of Nursing and Health Sciences (CNHS) offers undergraduate programs leading to a bachelor of science degree in nursing, and a bachelor of science degree in exercise science and physical education (ESPE). The nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). The program admits both registered nurse students and students with no previous nursing education, and accommodates full-time and part-time study. The ESPE concentration in teaching is accredited by the Massachusetts State Department of Education, the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the National Council for the Accreditation of Teacher Education (NCATE).

The bachelor of science program in nursing offers qualified men and women an education in which nursing is viewed as a caring profession grounded in nursing theory, science and research, complemented by a sound humanities foundation.

Students in the College's Exercise Science and Physical Education Department receive an education combining the liberal arts with the technical aspects of a professional discipline. Graduates are equipped with a strong scientific background and the professional skills necessary to pursue careers in teaching and exercise physiology.

Student representatives are welcome voting members on all College of Nursing and Health Sciences committees. A very active Student Nurses Association (SNA) runs a successful mentoring program. Exercise Science and Physical Education majors welcome their peers to the Exercise Science and Physical Education Association. The collegiality and professionalism that develops in our students makes them respected and knowledgeable professionals prepared for the challenges of a career and graduate education.

Mission and Goals

The mission of the College of Nursing and Health Sciences is to educate professionals who are prepared to meet the nursing and exercise science and physical education needs of the citizens of Boston, the Commonwealth of Massachusetts, and the global community. We acknowledge a particular responsibility to address the needs of urban populations. The College develops and disseminates knowledge, and contributes service related to the disciplines of nursing and exercise science and physical education. The faculty, administration, staff and students of the College contribute to the realization of the mission by assuring the following:

1. Provide access to education in nursing and exercise science and physical education for students from diverse backgrounds.
2. Promote excellence and innovation in teaching, service and scholarship.
3. Provide public service related to nursing and exercise science and physical education.
4. Contribute to the economic development of the Commonwealth by helping to meet the health care industry's need for well-educated and highly skilled nurses and exercise science and physical education professionals.
5. Improve the quality of life of individuals, families and communities by fostering good health and fitness, and by influencing health care policy.
6. Prepare graduates for participation in society as educated, socially responsible individuals.
7. Prepare graduates of the Bachelor of Science Program in Nursing for:
   - entry into professional nursing practice
   - master's level study in nursing
8. Prepare graduates of the Bachelor of Science Program in Exercise Science and Physical Education for:
   - entry into the professions of exercise physiology, athletic training, and teaching
   - master's level study in the discipline of exercise science and physical education
9. Prepare graduates of the Master of Science Program in Nursing for:
   - leadership roles as nurse educators, nurse administrators, and clinical nurse specialists, with advanced clinical preparation in family, gerontological and adult critical care nursing
   - doctoral level study in nursing.

NURSING PROGRAM

Bachelor of Science in Nursing

The bachelor of science degree awarded to graduates of the program is recognized by professional nursing organizations as the degree for entry into professional practice. UMass Boston nursing graduates are prepared to work with individuals, families, and groups in homes and neighborhoods, as well as in a wide variety of hospital and community settings to foster, promote, maintain, and restore health. They are also prepared for further study at the graduate level. Nursing graduates of the College of Nursing and Health Sciences are prepared to take the National Council Licensure Examination (NCLEX) as a Registered Professional Nurse (RN).

At the College of Nursing and Health Sciences, students work with faculty members distinguished for their achievements as educators, scholars, and practitioners—dedicated men and women involved in the continual development of their own and their students' professional and intellectual interests. Many are conducting research in such areas as quality of life, health policy, and health care issues addressing urban populations. Faculty are also actively involved in service projects at the local, state, regional, national and international levels.

General Academic Requirements

After admission to the nursing major each student is assigned a faculty advisor. Students are required to review their program of study with their faculty advisors each semester in order to register for the next sequence of courses. They are also encouraged to meet regularly with their faculty advisors, who will guide them through their academic program. Specific academic requirements and policies may be found in the latest issue of the College of Nursing and Health Sciences Undergraduate Student Handbook, available at the College office.

The College of Nursing and Health Sciences requires 123 credits for graduation as a nursing major. Because each semester of the curriculum is built upon prior learning, courses in the nursing major (all required nursing and non-nursing courses, with the exception of electives) must be taken in sequential order. Students must complete

- all required 100-level courses before taking any 200-level course
- all required 200-level courses before taking any 300-level course and
- all required 300-level courses before taking any 400-level course.

Students must also pass the Writing Proficiency Requirement. For more information about this requirement, please see "Graduation Requirements" in the College of Liberal Arts and College of Science and Mathematics section of this publication.

Admission and Progression Requirements for All Undergraduate Nursing Majors Who Entered Prior to Fall 2004

Nursing students are required to maintain a minimum GPA of 2.0 or higher, and to receive a grade of at least a "C" for all prerequisite and nursing courses. No prerequisite course or nursing course may be taken pass/fail. A grade of "C-" or below in any prerequisite or nursing course is considered a failing grade. In nursing courses with two components, theory and clinical, each component must be successfully completed. A student failing the course must repeat both components. A student will receive an academic warning if s/he 1) receives a grade of "C-" or less in one required prerequisite or nursing course; or 2) demonstrates a pattern of withdrawal from courses. The conditions of the academic warning are determined by the College of Nursing and Health Sciences Student Affairs Committee based on a review of the student's record.

Failure to successfully repeat a prerequisite or nursing course or failure in a second prerequisite or nursing course may result in dismissal from the College. Students may appeal dismissal through a procedure outlined in the College of Nursing and Health Sciences Undergraduate Student Handbook.

Admission and Progression Requirements for All Undergraduate Nursing Majors Entering Fall 2004

Nursing students entering Fall 2004 are required to maintain a minimum GPA of 2.5 or higher each semester to progress in the nursing major, and to receive a grade of at least a "C+" (2.25 or 77%) in all required science and nursing courses. Students must receive a grade of at least "C" (2.0 or 74%) in all other required courses. No required, required science or nursing course may be taken pass/fail. A grade of "C" or below in any required science or nursing course is considered a failing grade. For all other required courses a grade of "C-" or below is considered a failing grade. In nursing courses with two components, theory and clinical, each component must be successfully completed. A student failing the course must repeat both components. A student will receive an academic warning if s/he receives a grade of "C" or less in one required science or nursing course; and/or "C-" in any other required course; and/or demonstrates a pattern of withdrawal from required courses. The conditions of the academic warning are determined by the College of Nursing and Health Sciences Student Affairs Committee based on a review of the student's record.

Failure to successfully repeat a required or required science or nursing course, or failure of a second required or required science or nursing course will result in dismissal from the College. In addition, a student who withdraws from more than two nursing or required science courses will be dismissed from the College. Students may appeal dismissal through a procedure outlined in the College of Nursing and Health Sciences Undergraduate Student Handbook.

General Education Requirement

All nursing students must complete the following distribution courses to meet the University's General Education requirement: four in Natural Sciences (BIOL 207, 208, 209 (BIOL 111 is a prerequisite for these courses); and CHEM 130); any combination of two in Arts (AR) and/or Humanities (HU); any combination of two World Languages and/or World Cultures (WL or WC); and two Social and Behavioral Sciences (SB) (SOCIOL 101 and NURSNG 230).

Students must also complete

- one year of freshman composition (ENGL 101 and 102),
- NURSNG 212, and
- a statistics course.
- Students matriculating with fewer than 30 credits will be required to complete, in addition to the above, a First-year Seminar. To meet this requirement, nursing students are encouraged to take NURSNG G107 (Understanding HIV Disease). Any other First-year Seminar, however, may also be taken to meet the requirement. A complete list of these courses can be found in the "First-year and Intermediate Seminars" section of this publication.

Nursing Program

University Honors Program

The University's Honors Program offers the academically talented student special challenges and opportunities. For complete information, see the "University Honors Program" section of this publication.

Diversity Requirement

Nursing students meet the University's diversity requirement through the integration of diversity concepts and practices into many required nursing courses.

Learning Resource Center

The Learning Resource Center provides CNHS students with the opportunity to practice clinical skills designed to support their academic studies. The center is well equipped with audiovisual materials and has many computer-assisted programs. Tutors are available to provide additional or special instruction related to nursing courses.

Office of Academic Support Programs

This office offers a comprehensive array of programs designed to enable students to succeed in their studies. The focus of the office is on academic skills instruction and tutorials for non-nursing courses, but students are also invited to seek assistance here with any problems that affect their academic careers. Office location: M-3-421; 617.287.6550.

Academic Advising

Professional staff are available to complement faculty advising and are responsible for recruitment and orientation of new students.

Clinical Clearance Requirements

Before beginning clinical nursing courses, all students are required to present documentation of certain immunizations and certifications to CNHS even if previously submitted to University Health Services:

1. two MMR vaccinations or a positive measles and rubella titer
2. completion of the Hepatitis B vaccine series upon acceptance into nursing
3. positive varicella titer indicating immunity or documentation of having taken the varicella vaccine
4. a tetanus/diphtheria (T/D) injection obtained within the last ten years
5. a negative TB test or, if the test is positive, documentation of a chest x-ray within the last five years, and a letter from a physician stating contagion status
6. CPR Certification: American Heart Association CPR for Health Care Provider, valid for two years, is the only acceptable certification
7. Proof of Health Insurance
8. For RNs only, items 1-7 *plus* evidence of current unrestricted Massachusetts licensure, and $1 million/$3 million professional liability insurance

Criminal Offender Record Information (CORI)

To ensure public safety and to avoid unacceptable risk to vulnerable populations, nursing students submit to a CORI check every semester. Students are required to give permission to their assigned clinical agencies and CNHS to seek this background information. The Commonwealth has established stringent criteria that disqualify an individual with certain criminal convictions from working or studying in a health care agency or from taking the licensure exam. A clinical disqualification means that a student would be unable to successfully complete required clinical nursing courses.

Bachelor of Science Curriculum

The College of Nursing and Health Sciences offers undergraduate students a challenging and carefully organized program of study that addresses both the theoretical and the clinical aspects of nursing. Full-time undergraduate students can complete the program in four academic years, a total of eight semesters.

Five semesters of clinical nursing courses require students to spend six to eight hours per day, two to three days a week at a health care agency. Many clinical courses require students to obtain their clinical assignment the day before the scheduled clinical time to insure quality preparation for their clinical assignment. Additional related expenses incurred by students include uniforms, transportation, parking, and the cost of obtaining clinical clearance documentation (see the section on "Clinical Clearance Requirements" above).

The nursing program is very time intensive due to clinical and class assignments. Students are strongly advised to limit employment to fewer than 20 hours per week. Working more than 20 hours per week may result in academic jeopardy.

Please note: Due to agency availability and clinical clearance requirements, satisfactory completion of admission criteria does not guarantee admission or immediate matriculation into the clinical nursing courses in the College of Nursing and Health Sciences. This applies to freshman, transfer, and inter-college/second degree transfer applicants.

Nursing Program

Freshman Year		***Credits***
first semester		
ENGL 101	Freshman English I	3
NURSNG G107[1]	First Year Seminar	4
ESPE 150	Nutrition for Health & Sport	3
Elective[2]		3
Statistics: Students may take any <u>one</u> of the following six courses[3]		
• ECON 205	Statistical Methods	3
• MSIS 111	Managerial Statistics	3
• MATH 125	Introductory Statistics	3
• PSYCH Z270	Statistics	3
• SOCIOL 270	Elements of Social Statistics	3
• ESPE 310	Statistics and Evaluation in Exercise Science and Physical Education	3
second semester		
ENGL 102	Freshman English II	3
CHEM 130	Physiological Chemistry[3]	4
SOCIOL 101	Introduction to Sociology	3
Arts/Humanities	Elective	3
World Languages/World Cultures		3
NURSNG 280	Transition to Baccalaureate Nursing (RNs only)[4]	3

Sophomore Year		***Credits***
first semester		
BIOL 207	Anatomy and Physiology I	4
BIOL 209	Medical Microbiology	4
NURSNG 212	Health Promotion and Teaching (Intermediate Sem)	3
NURSNG 230	Life Span Growth and Development	3
World Languages/World Cultures		3
second semester		
BIOL 208	Anatomy & Physiology II	4
NURSNG 201	Pathophysiology	3
NURSNG 220	Health Assessment	3
NURSNG 226	Introduction to Nursing Practice	6
Writing Proficiency Requirement - Prerequisite for NU 310		

Junior Year		***Credits***
first semester		
NURSNG 310	Adult Health Nursing I	9
NURSNG 312	Health Care Informatics	3
NURSNG 314	Pharmacology	3
second semester		
NURSNG 320	Research	3
NURSNG 332	Legal, Ethical, and Health Policy Issues	2
NURSNG 335	Maternity and Women's Health Nursing	6
NURSNG 345	Mental Health Nursing	5

Senior Year		***Credits***
first semester		
NURSNG 425	Adult Health Nursing II	6
NURSNG 435	Nursing Care of Children	6
second semester		
NURSNG 440	Nursing Leadership and Management	2
NURSNG 445	Community Health Nursing and Capstone	9
NURSNG 450	Preparation for Professional Licensure and Practice (Generic students only)	1
Arts/Humanities	Elective	3

[1]Students are encouraged to take NURSNG G 107, but may take any other G 100-level course.

[2]Note: BIOL 111 General Biology is a prerequisite for BIOL 207, 208 & 209. BIOL 111 can be used to satisfy the elective requirement.

[3]CHEM 130 requires students to place into statistics on the required Math Placement exam. Check catalog for specific statistics course prerequisites.

[4]For RN-BS students only—37 transfer credits are awarded upon successful completion of NURSNG 280.

Required Exams

Upon admission to the nursing major all students are required to take the Math B and English placement exams. Most courses in the undergraduate curriculum require both generic and RN students to successfully pass Safe Administration of Medications Exams (SAME). Generic students are also required to successfully pass standardized exams and competencies as directed by the College of Nursing and Health Sciences.

Examinations for Course Credit

CLEP Examinations: Options for All Nursing Students

Nursing students may satisfy certain program requirements by attaining a score at the 50th percentile or better on the following CLEP examinations:

CLEP Examination	*Credits*	*In Lieu of*
General Biology	4	BIOL 111
Introductory Sociology	3	SOCIOL 101
English	3	ENGL 101
Humanities	6	Two CLA Humanities Electives

More information on CLEP Examinations is available from the University Advising Center at 617.287.5500.

NLN Examinations for Course Credit: For RN Students Only

NLN Exams may only be taken by Registered Nurses to satisfy certain program requirements. Students must obtain a score at the 50th percentile or better on the following NLN Examinations:

NLN Examination	*Credits*	*In Lieu of*
Anatomy and Physiology	8	BIOL 207-208
Microbiology	4	BIOL 209
Pharmacology	3	NURSNG 314

More information on NLN Examinations is available from the College of Nursing and Health Sciences 617.287.7500.

Please note: Graduation requirements stipulate that students must complete a minimum of 30 residency credits at UMass Boston. The above CLEP and NLN exams for course credit are not considered residency credits.

Nursing Program

Registered Nurses at the College of Nursing and Health Sciences

After admission to the College of Nursing and Health Sciences all registered nurse students must enroll in NURSNG 280. All RN students are also required to take one clinical nursing course, NURSNG 445 (Community Health Nursing and Capstone). Please note: For RNs accepted into the College of Nursing and Health Sciences, there is currently no time limit for accepting natural science credits in transfer.

The College is developing an all-online RN-to-BS curriculum. Frequently check our website www.nursing.umb.edu for more information.

The RN-to-MS Program

Through the RN-to-MS Program a registered nurse who has either a diploma or an associate's degree in nursing can earn both a bachelor's degree and a master's degree in nursing.

Students may enter the program either directly or (if further undergraduate preparation is needed) through the College's Bachelor of Science Program. Admission criteria include

- a GPA of 3.0,
- completion of certain prerequisite courses,
- graduation from an NLN-accredited diploma or associate degree program,
- one year or more of professional experience as an RN,
- current unrestricted Massachusetts RN licensure, and
- a satisfactory score on the Graduate Record Examination (GRE).

For more specific information regarding admission criteria, contact UMass Boston's Enrollment Information Service (617.287.6000).

Admission

Applicants for admission to the University and to the College of Nursing and Health Sciences are encouraged to apply as early as possible to UMass Boston's Office of Undergraduate Admissions. For admission the College requires a GPA of 2.75 and an academic record indicating a strong background in mathematics and the natural and social sciences. SAT or ACT scores must be submitted by students seeking admission as freshmen, unless these students have been out of high school for three or more years.

Transfer Student Applicants

Students wishing to transfer into UMass Boston's College of Nursing and Health Sciences' nursing program must have earned their transferable credits from an accredited college or university and have a GPA of 2.75 or better.

Transfer students may be awarded credit for courses taken at other institutions if the courses are comparable to UMass Boston courses and if they have been completed with a grade of "C" or better. Transfer credit for the required science courses, however, is awarded only for courses with a grade of "C+" (2.25 or 77%) or better and taken within ten years of matriculation into the College of Nursing and Health Sciences. A grade of "C+" (2.25 or 77%) or better must also be achieved for a nursing course to be considered for transfer credit. After a student has matriculated into the nursing major they must take all nursing courses at CNHS.

Of the 123 credits required for graduation, a minimum of thirty must be earned in residence at UMass Boston. Upon matriculation into the nursing major a student must take all nursing courses at CNHS. Students may, however, request transfer of a limited number of non-clinical nursing course credits from another accredited collegiate institution prior to matriculation by petitioning the College of Nursing and Health Sciences. Second Degree UMB students must complete an additional thirty residential credits. A student who has matriculated into the nursing major must take all nursing courses at CNHS.

Inter-College Transfer Students and Second UMB Degree Applicants

Students who have an earned bachelor's degree from UMass Boston (Second UMB Degree Students), or who are enrolled in another college at UMass Boston, may apply for admission to the College of Nursing and Health Sciences through the Inter-College Transfer/Second Degree UMB process. Inter-college/second UMB degree transfer of credit to the College of Nursing and Health Sciences may be accepted if the courses are similar in content to those at the College and if they have been completed with a grade of "C" or better. Transfer credit for the required science courses, however, is awarded only for courses with a grade of "C+" (2.25 or 77%) or better and taken within ten years of matriculation into the College of Nursing and Health Sciences. A grade of "C+" (2.25 or 77%) or better must also be achieved for a nursing course to be considered for transfer credit. After a student has matriculated into the nursing major they must take all nursing courses at CNHS.

Criteria for Inter-College transfer admission to the College of Nursing and Health Sciences include:

- A completed Inter-College Transfer Application. Note: A student may apply only once to CNHS as an Inter-College Transfer
- A minimum of 12 credits completed at UMass Boston with a GPA of 2.75 or better (exclusive of ESL, OCAS, CRW, or MATHSK courses)
- One laboratory science course completed at UMass Boston with a grade of "C+" (2.25 or 77%) or better
- No more than one required science course with a grade less than "C+" (2.25 or 77%) completed at UMass Boston

Criteria for Second UMB Degree Student admission to the College of Nursing and Health Sciences include:

- A completed Second UMB Degree Student application
- A minimum GPA of 2.75 at UMass Boston

UMass Boston graduates with a cumulative GPA of 2.00 to 2.74 will be conditionally admitted pending completion of 12 more credits at UMass Boston with a GPA of 2.75. Students who do not achieve the 2.75 GPA after completing 12 credits at UMass Boston will be dismissed from the nursing major.

The application deadline is June 1; Inter-College Transfer and Second UMB Degree students are admitted only for the fall semester. Applications are reviewed, on a space-available basis, in consultation with the Student Affairs Committee. Inter-College Transfer and Second UMB Degree forms are available at the Office of the Registrar. Applicants must also submit transcripts from all colleges and universities attended, including UMass Boston. Students who have completed non-clinical nursing courses at an accredited institution may petition for transfer credit prior to matriculation. Applies to transfers and inter-college transfers.

Nursing Program

Please note that strengthened admission, progression, withdrawal and graduation requirements will be inaugurated over the next year. Frequently check our website www.nursing.umb.edu for more information.

Student Handbook

For more information about College programs, policies and procedures, please refer to the College of Nursing and Health Sciences Undergraduate Nursing Student Handbook, which delineates all College of Nursing and Health Sciences policies and procedures, including

- all clinical requirements (uniform purchase, dress, and conduct; specifics for clinical clearance items);
- learning resources, tutoring, and scholarship information;
- student associations and activities;
- class representative and class officer responsibilities;
- participation in College of Nursing and Health Sciences committees;
- academic progress policies;
- appeal and readmission procedures;
- CORI (Criminal Offender Record Information) requirements.

Nursing Courses

Nursing (NURSNG) courses are open only to nursing majors, with the exception of those designated as General Education ("G") courses.

Please note: Courses in the nursing curriculum must be taken sequentially: Completion of all 100-level courses is required before the student takes any 200-level course; all 200-level before 300-level; and all 300-level before 400-level.

NURSNG G107
Understanding HIV Disease
For a complete description of this course, see "First-year and Intermediate Seminars" section of this publication.

NURSNG 201
Pathophysiology
This course deals with alterations in the normal physiology of body structures. Discussion of the normal state is followed by the description of physiological changes that result in the symptoms of disease. Topics include the various body systems, such as cardiovascular, renal, respiratory, and endocrine.
Prerequisites: BIOL 207 and 209, NURSNG 212 and 230.
Corequisites: BIOL 208, NURSNG 220 and 225.
3 Lect Hrs, 3 Credits

NURSNG 212
Health Promotion and Teaching
This general education course introduces students to the principles and practices of health promotion and health education. Students analyze environmental, sociocultural, economic, legal and interpersonal variables affecting individual health behaviors and outcomes. The influence of relationships among individuals, health care providers, and the health care system on health outcomes is evaluated. The course considers dominant models, theories, and perspectives used to explain health behavior in relation to evidence-based health promotion and health education strategies. Emphasis is given to effective communication skills. NURSNG 212 is the only course that will satisfy the CNHS Intermediate Seminar requirement for nursing majors.
Prerequisites: All 100-level courses.
Corequisites: BIOL 207 and 209, NURSNG 230.
3 Lect Hrs, 3 Credits

NURSNG 220
Health Assessment
This course focuses on the complete health assessment, the first phase of the nursing process, and its relationship to the prevention and early detection of disease in clients across the life span. This course introduces the basic processes of health assessment: interviewing, history-taking, and physical assessment. Physical examination techniques are described as extensions of the observation process. The course emphasizes the importance of communication and collaboration across culturally diverse urban populations, and the concept of interdisciplinary assessment will also be stressed. Students develop critical thinking in the creation of nursing diagnoses, which form the basis for the planning of nursing care. The course includes a laboratory component complemented by self-directed computer-assisted instruction. Students perform actual physical examinations on healthy individuals in a laboratory setting, as well as on residents in designated health care facilities.
Prerequisites: BIOL 207 and 209, NURSNG 212 and 230.
Corequisites: BIOL 208, NURSNG 201 and 225.
2 Lect Hrs, 2 Lab Hrs/Wk, 3 Credits

NURSNG 226
Introduction to Nursing Practice
This is the first clinical nursing course. In it the learner acquires basic skills in critical thinking, as well as an understanding of the psychosocial and scientific basis of nursing care. In a sub-acute clinical setting the student utilizes the nursing process while caring for adult clients' basic and special needs. There is an emphasis on professional standards and the uniqueness of the individual, especially recognizing the importance of cultural differences. Students acquire a beginning understanding of the health care system and the role of the nurse. Emphasis is placed on developing good written and oral communication skills and an understanding of the principles of client education.
Prerequisites: BIOL 207 and 209, NURSNG 212 and 230.
Corequisites: BIOL 208, NURSNG 201 and 220.
3 Lect Hrs, 6 Lab/Clinical/ Hrs/Wk, 6 Credits

Nursing Program

NURSNG 230
Life Span Growth and Development
This course is designed to examine theories and concepts of normal growth and development. Ranges in human growth, development and behavior for each stage throughout the life cycle, birth through death, are emphasized. The course explores the influence of family, society and culture on health maintenance behaviors and perceived health needs for each developmental stage.
Corequisites: BIOL 207 and 209, NURSNG 212.
3 Lect Hrs, 3 Credits

NURSNG 250
Communication in the Health Professions
This course helps students develop critical and analytical skills through reading and writing. The readings, discussions, and writing assignments focus on health-related issues. The course offers practice in developing and expressing individual ideas with a firm sense of organization and style. Class meetings include both discussions and workshops. Please note: This course may count either as a humanities elective or as a free elective; it has no prerequisites.
3 Lect Hrs, 3 Credits

NURSNG 280
Transition to Baccalaureate Nursing
This course focuses on the transition of registered nurses entering a baccalaureate nursing program. Issues include an introduction to health beliefs and values; research; nursing theories; problem solving techniques; and professional role development. RNs develop the skills necessary for success in a baccalaureate nursing program. The course structure is designed to promote student interaction and collaboration. This course is open only to RN nursing students. This course is to be taken by RNs before any other nursing course.
3 Lect Hrs, 3 Credits

NURSNG 310
Adult Health I
This is the first of two courses centering on adult health nursing in the acute care setting. Adult Health Nursing I is the study of comprehensive complex nursing care aimed at promotion, restoration and maintenance of health in adults. The lecture portion of the course emphasizes the impact of health problems and the interaction of the environment and access on diverse urban adult populations. Students refine and expand their knowledge through the application of the nursing process and the integration of knowledge, concepts and theories from nursing, sciences, and general education courses. The focus is on nursing interventions for selected adult patients whose quality of life is affected by deviations from health. The clinical practicum occurs within acute care settings and provides the student with experience in content application, collaboration and critical thinking. In addition, students enhance their communication and teaching/learning skills by assuming a leadership role in the seminar portion of the course.
Prerequisites: All 200-level courses, Writing Proficiency Requirement.
Corequisites: NURSNG 312 and 314.
3 Lect Hrs, 12 Clinical Hrs/Wk, 9 Credits

NURSNG 312
Health Care Informatics
This course provides students with an introduction to the concepts of data acquisition, information management, and the processing of information as it generates knowledge for the application to health care delivery, education, and research in a global community. Students have the opportunity to access data, to interpret data, to plan and evaluate appropriate interventions based upon knowledge acquired electronically, and to communicate information electronically. Emphasis is given to the ethical and critical assessment of urban populations served by the University of Massachusetts Boston and the application of current and future electronic networks in multidisciplinary health care delivery.
Prerequisites: Statistics and all 200-level courses.
Corequisites: NURSNG 310 and 314.
3 Lect Hrs, 3 Credits

NURSNG 314
Pharmacology
The professional, political, legal, and interdisciplinary aspects of drug administration within the context of comprehensive nursing interventions form the basis of this course. Emphasis is given to the nurse's role in assessing, administering, educating, and monitoring patients receiving therapeutic agents; and also to the principles of pharmacodynamics and pharmacokinetics across the life span. Consideration is given to the effect of evidence-based cultural, race, religion, gender, lifestyle, age, and economic variables as related to pharmacological principles.
Prerequisites: All 200-level courses.
Corequisites: NURSNG 310 and 312.
3 Lect Hrs, 3 Credits

NURSNG 320
Research
This course provides an overview of the scientific research process and the place of the nurse in that process. The course focuses on basic research concepts and methods. The student is prepared to evaluate nursing research and analyze it for its applicability to nursing practice.
Prerequisites: Statistics, NURSNG 310, 312 and 314.
Corequisites: NURSNG 332, 335, and 345.
3 Lect Hrs, 3 Credits

NURSNG 332
Legal, Ethical and Health Policy Issues in Nursing
This course provides a legal, ethical, and political approach to guide health professionals in socially responsible practice and collaboration within the changing health care environment. In addition, the course emphasizes critical analyses of contemporary urban health and policy issues affecting individuals across the life span. The course explores the impact of complex sociopolitical environments on the evolution and continuing reform of the health care system. Health issues and policies including communication, advocacy, and ethical concerns of access, quality, and cost are also examined.
Prerequisites: NURSNG 310, 312 and 314.
Corequisites: NURSNG 320, 335, and 345.
2 Lect Hrs, 2 Credits

NURSNG 335
Maternity and Women's Health Nursing
The focus of this clinical nursing course is on the normal pregnancy, labor, birth, recovery and quality of life in the childbearing phase of the lifecycle. Emphasis is given to the role of the nurse in providing comprehensive nursing interventions in family centered maternity care in urban settings. The course provides basic knowledge in maternal newborn nursing and women's health with particular attention to psychosocial and multicultural factors. Communication, collaboration, and critical thinking are emphasized throughout the course.
Prerequisites: NURSNG 310, 312 and 314.
Corequisites: NURSNG 320, 332, and 345.
3 Lect Hrs, 12 Clinical Hrs/Wk (7 weeks), 6 Credits

Nursing Program

NURSNG 345
Mental Health Nursing
This course presents theoretical concepts of psychiatric mental health nursing to assist students in using the nursing process to improve quality of life by meeting the mental health care needs of diverse urban client systems. Complex nursing interventions, with special emphasis on communication, collaboration, and critical thinking are directed toward the prevention of mental illness and the promotion, maintenance, restoration and rehabilitation of mental health across the life span. The course also addresses the impact of larger social systems issues (cultural, legal-ethical, political, access, economic, and urban health policies) on psychiatric nursing practice.
Prerequisites: NURSNG 310, 312 and 314.
Corequisites: NURSNG 320, 332, and 335.
2 Lect Hrs, 12 Clinical Hrs/Wk (7 weeks), 5 Credits

NURSNG 405
Independent Study
Students participate in ongoing research on clinical projects or expand and reinforce clinical knowledge and skills through specifically arranged experiences. This course may be taken by arrangement with individual Nursing Program faculty and approval of the department chair.
1-3 Credits

NURSNG 425
Adult Health Nursing II
This is the second of two courses centering on adult health nursing in the acute care setting. As in Adult Health Nursing I, the course emphasizes the impact of acute health problems on adult clients and families; the interaction of the environment and access on diverse and vulnerable urban populations is also considered. Students continue to perform comprehensive, complex nursing interventions to promote health and quality of life for the adult acutely ill patient; and to use the nursing process with adults with acute health problems. Critical thinking is encouraged as content is analyzed, synthesized, and evaluated. With the goal of delivering quality, cost-effective care to adults with acute health problems, empirical and theoretical knowledge bases for decision-making and information technology are employed. Students also focus on nursing's collaborative role and the use of multiple strategies. Professional considerations relevant to the acute care setting include those reflecting legal-ethical issues and holistic care management.
Prerequisites: All 300-level courses.
Corequisite: NURSNG 435.
3 Lect Hrs, 20 Internship Hrs/Wk (7 weeks), 6 Credits

NURSNG 435
Nursing Care of Children
This course is an introduction to pediatric nursing with emphasis on the common health problems of infants, children, and adolescents. While the course explores health promotion, restoration, maintenance, and disease prevention, it also elaborates on developmental, familial, and environmental factors which affect the health of children. In a clinical practicum, understanding of the role of a professional nurse evolves, as content is applied, and nursing process is utilized in providing care to children of diverse age groups.
Prerequisites: All 300-level courses.
Corequisite: NURSNG 425.
3 Lect Hrs, 12 Clinical Hrs/Wk (7 weeks), 6 Credits

NURSNG 440
Nursing Leadership and Management
This course focuses on various leadership roles and management theories as they influence nursing practice. Conflict management, negotiation and planned change are studied. The leadership role of the nurse practicing in a collaborative managed care environment within a diverse urban community is examined. Case studies are used to promote problem solving and critical thinking requiring the application of theory to practice. Emphasis is also given to the creation of an environment in which comprehensive nursing interventions are utilized to optimize quality of life.
Prerequisites: NURSNG 425, 435.
Corequisite: NURSNG 445.
2 Lect Hrs, 2 Credits

NURSNG 445
Community Health Nursing and Capstone
Community health nursing is a required course for both generic and registered nursing students. The course enables students to perform complex, comprehensive interventions designed to improve public and community health care in an evolving health care system. Nursing practice is directed toward effectively communicating and collaborating with diverse urban communities and health care infrastructures to deliver quality, cost-effective and accessible health care across the life span. Students utilize information technology to generate empirical and theoretical knowledge bases for decision-making, critical thinking, designing, and evaluating health care programs and outcomes. Emphasis is placed upon developing and advocating for programs to promote the health of vulnerable and diverse urban populations. Student determination and demonstration of accountability for self-directed learning is expected. Completion of the senior level pass/fail Capstone experience occurs during this course.
Prerequisites: NURSNG 425, 435.
Corequisite: NURSNG 440.
3 Lect Hrs, 12 Clinical Hrs/Wk, 9 Credits

NURSNG 450
Preparation for Professional Licensure and Practice
This course prepares students who are in the final semester of the BS nursing curriculum to prepare for licensure as a registered nurse, to evaluate professional employment opportunities, and to self-assess their readiness for professional practice.
Prerequisites: NURSNG 425, 435, generic students only.
Corequisites: NURSNG 440, 445.
1 Lect Hr, 1 Credit

DEPARTMENT OF EXERCISE SCIENCE AND PHYSICAL EDUCATION

The Bachelor of Science in Exercise Science and Physical Education

Within the College of Nursing and Health Sciences, the Department of Exercise Science and Physical Education (ESPE) offers students the opportunity to prepare for careers in this meaningful and vital profession through a program offering a strong scientific background and specific training in two areas:

- The undergraduate program in exercise physiology emphasizes the practical application of designing and administering exercise programs for children, the healthy individual and/or the at-risk population. Graduates of this program have found rewarding careers as certified health/fitness instructors; certified strength and conditioning specialists; personal trainers or consultants; corporate fitness directors; clinical exercise physiologists; research physiologists; and physical education teachers employed in schools, college sports centers, fitness centers and YMCAs, hospital rehabilitation programs, or working with semi-professional teams. Graduates may choose to continue their studies in graduate schools of physical therapy, nutrition, or advanced exercise physiology.
- Our Physical Education Teacher Education (PETE) program offers initial licensure to teach grades PK-12. PETE is in compliance with the Department of Education requirements for initial licensure and is a NCATE-accredited program. Pre-practica and student teaching experiences are required for certification. Advanced studies for professional licensure in physical education are available through the MEd program of the University's Graduate College of Education.

As the emphasis on fitness and preventive health increases nationwide, the faculty in ESPE bring both academic and professional expertise to the program. The ESPE Department has established a state-of-the-art exercise physiology laboratory, as well as the Beacon Fitness Center, where students and faculty study, learn, and conduct research.

We are the only university in the country to offer *both* the American College of Sports Medicine Health/Fitness Instructor workshop and certification exam *and* the National Strength and Conditioning Association exam for the Certified Strength and Conditioning Specialist. These prestigious certifications give our students a competitive edge in the job market.

General Academic Requirements

Candidates for the bachelor of science degree in Exercise Science and Physical Education complete a total of 120 credits. A minimum cumulative average of 2.0 is required for the awarding of the degree. All majors in ESPE must achieve a grade of "C" (2.0) or better in BIOL 207/208 and in all required courses designated as ESPE. Certain designated ESPE courses and BIOL 207/208 must be retaken if the student receives a grade of "C-" or below. Students must make up any incomplete grade or "C" grade before entering any ESPE course for which the incomplete course or "C-" course is a prerequisite.

ESPE students receiving a grade of "C-" or below in four (4) ESPE or designated courses will be dismissed from the Exercise Science and Physical Education Department. ESPE students who have two withdrawals and/or incompletes or IFs in ESPE or designated courses will be reviewed by the Student Affairs Committee in the College of Nursing and Health Sciences and will be placed on probation. The student may submit a letter of appeal, as outlined in the ESPE Undergraduate Student Handbook, to the Student Affairs Committee. The Student Affairs Committee, based upon a review of the student's record, will determine the conditions of probation.

General Education Requirements

ESPE majors are required to take courses in the following distribution areas:

- two in Natural Sciences (NS): BIOL 207, 208;
- two in Arts and/or Humanities (AR or HU): any combination;
- two in World Languages and/or World Cultures (WL or WC): any combination; and
- two in Social and Behavioral Sciences:
  - any one SB course and
  - PSYCH 241 or 242 (for Physical Education concentrators);
  - ESPE 226 (for Exercise Physiology concentrators)

Students must also complete

- one year of freshman composition (ENGL 101 and 102);
- one course in Quantitative Reasoning (MATH Q114) (or demonstrate equivalent competence); and
- an Intermediate Seminar, NURSNG 212 or any Intermediate Seminar course offered by the College of Liberal Arts.

Students matriculating with fewer than 30 credits will be required to complete, in addition to the above, a First-year Seminar. To meet this requirement, ESPE students are encouraged to take NURSNG G107 (Understanding HIV Disease). Any other First-year Seminar, however, may also be taken to meet the requirement. A complete list of these courses can be found in the "First-year and Intermediate Seminars" section of this publication.

Writing Proficiency

Each student must demonstrate writing proficiency before accumulating 75 credits, either by taking the Writing Proficiency Examination or submitting a satisfactory portfolio of papers written for UMass Boston courses. For more information on these requirements, see the CLA/CSM "Graduation Requirements" section of this publication.

Diversity Requirement

In order to meet the University's diversity requirement, students in the Department of Exercise Science and Physical Education are required to take two diversity courses. Students in the physical education teacher education program are required to take ESPE 180 (Health Science) and ESPE 220 (Adapted Physical Activity), which meet the diversity requirement. Students in exercise physiology are required to take ESPE 220; they may meet the rest of the diversity requirement by taking ESPE 180 as an elective or by taking one of the courses in the College of Liberal Arts and the College of Science and Mathematics designated as meeting the requirement. The diversity requirement for transfer students will be evaluated in each case by the department chair.

Pass/Fail Regulations

Students may take one pass/fail course each semester, up to a maximum of eight during their UMass Boston career. Majors in ESPE may take electives on a pass/fail basis, but may not take BIOL 207/208, or any ESPE course in their concentration, on a pass/fail basis.

Course Repetition Policy

With the exception of ESPE 480 (Independent Study), a student may repeat a course only once. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be counted in the cumulative average.

Department of Exercise Science and Physical Education

Transfer Credit Policy

Students wishing to transfer into ESPE from other colleges and universities must have a transfer evaluation from UMass Boston's Admissions Office. The department chair reviews and approves all courses related to exercise science and physical education for major or elective credit. A minimum of six three-credit courses in the major must be taken at UMass Boston. Of the 120 credits required for graduation, a minimum of 30 must be earned at UMass Boston.

For ESPE majors, such courses in the natural sciences as anatomy/physiology must have been taken within ten years before matriculation. Non-science courses do not have a time limit. All ESPE courses taken after a student has matriculated must be taken through the ESPE Department. Prerequisite courses and electives may be taken off campus only if a prior approval form has been signed by the department chair.

Inter-College Transfer Students

Students enrolled in UMass Boston's other academic units who wish to transfer into ESPE must file an intercollegiate transfer application form available at the Registrar's Office. The application deadline is June 1 for fall semester admission and November 1 for spring semester admission. Each student is assigned a faculty advisor on entering the department. Students must discuss their program of study with their faculty advisor each semester before registering for courses. (Specific academic requirements and policies may be found in the latest issue of the ESPE Student Handbook, available in the ESPE office.)

University Honors Program

The University's Honors Program offers the academically talented student special challenges and opportunities. For complete information, see the "University Honors Program" section of this publication.

Office of Academic Support Programs

This office offers a comprehensive array of programs designed to enable students to succeed in their studies. The focus of the office is on academic skills instruction and tutorials, but students are also invited to seek assistance here with any problems that impinge on their academic careers. Office location: M-3-421; 617.287.6550.

Exercise Science and Physical Education Concentrations

Students who major in exercise science and physical education have an opportunity to concentrate in exercise physiology or teaching physical education as described below.

Exercise Physiology

Students concentrating in exercise physiology are prepared for careers as a: certified health/fitness instructor, certified strength and conditioning specialist, personal trainer or consultant, corporate fitness director, clinical exercise physiologist, research physiologist, or physical education teacher, working in schools, college sports centers, fitness centers and YMCAs, hospital rehabilitation programs, or semi-professional teams.

Students in the exercise physiology concentration must attain a cumulative grade point average of 2.5 or higher in required ESPE courses prior to placement in ESPE 486, Internship in Exercise Physiology.

Teaching Physical Education

Students concentrating in teaching physical education can prepare for certification to teach grades PK-12. The NCATE accredited Physical Education Teacher Education (PETE) program meets the Department of Education requirements for initial licensure. Completion of 30 credits, with a 3.0 GPA, in all required ESPE-designated courses is required for consideration of full acceptance into the PETE program. To become a fully accepted candidate, the student must take the communication and literacy portion of the Massachusetts Educator Competency Test (MECT) by the time the student has obtained 60-80 credits; must pass the communication and literacy portion of the MECT by the time the student has 75-83 credits; must maintain a 3.0 GPA in all designated ESPE courses prior to placement in ESPE 455, Student Teaching and Seminar in Physical Education and successfully pass the subject matter portion of the MECT prior to placement in ESPE 455. For more information, contact the coordinator for teaching physical education in the Department of Exercise Science and Physical Education.

Advanced studies for professional licensure in physical education are available through the MEd program of the University's Graduate College of Education. For more information on this program, contact the graduate program director in ESPE.

Requirements for Majors

All students majoring in exercise science and physical education must maintain current certification in First Aid and CPR. BIOL 207 and 208 are required for all majors and—for these students only—are counted as courses in the natural sciences distribution area. All majors must also meet a mathematics requirement. Additional courses for concentrators in exercise physiology and teacher preparation are listed below.

Exercise Physiology

All students in the exercise physiology concentration complete the following courses:

I

Course Number	*Title*	*Credits*
BIOL 207	Anatomy and Physiology I	4
BIOL 208	Anatomy and Physiology II	4
ESPE 130	Fitness Leadership	3
ESPE 150	Nutrition for Health and Sport	3
ESPE 220	Adapted Physical Activity	3
ESPE 226	Social Aspects of Sport and Society	3
ESPE 230	Strength and Conditioning	3
ESPE 235	Prevention and Care of Sport Injuries	3
ESPE 325	Kinesiology	3
ESPE 425	Biomechanics	3

and any one of the following six courses:

ESPE 310	Statistics and Evaluation in Exercise Science and Physical Education	3
ECON 205	Statistical Methods	3
MATH 125	Introductory Statistics	3
MSIS 210	Managerial Statistics	3
PSYCH Z270	Statistics	3
SOCIOL 350	Elements of Social Statistics	3
NURSNG 212	Health Promotion and Teaching	3
	or any CLA Intermediate Seminar Course	

II

Course Number	*Title*	*Credits*
ESPE 305	Fitness Appraisal	3
ESPE 321	Physiology of Exercise I	3
ESPE 322	Physiology of Exercise II	4
ESPE 366	Exercise Program Design	3
ESPE 370	Practicum in Adult Fitness	3
ESPE 405	Advanced Topics in Exercise Science	3
ESPE 466	Clinical Exercise Testing	3
ESPE 486	Internship in Exercise Physiology	12

Department of Exercise Science and Physical Education

Teaching Physical Education

All students in the teacher preparation concentration complete the following courses:

Course Number	*Title*	*Credits*
BIOL 207	Anatomy and Physiology I	4
BIOL 208	Anatomy and Physiology II	4
ESPE 150	Nutrition for Health and Sport	3
ESPE 180	Health Science	3
ESPE 230	Strength and Conditioning	3
ESPE 305	Fitness Appraisal	3
ESPE 310	Statistics and Evaluation in Exercise Science and Physical Education	3
ESPE 315	Motor Learning	3
ESPE 321	Physiology of Exercise I	3
ESPE 325	Kinesiology	3
ESPE 425	Biomechanics	3
NURSNG 212	Health Promotion and Teaching or any CLA Intermediate Seminar Course	3

Course Number	*Title*	*Credits*
PSYCH 241	Infancy and Childhood Development	3
PSYCH 242	Adolescence	3
ESPE 110	Fitness Concepts and Lifetime Activities	3
ESPE 120	Team Sports	3
ESPE 140	Dance and Rhythmic Activities	3
ESPE 190	Foundations of Physical Education (Pre-Practicum I)	3
ESPE 220	Adapted Physical Activity (Pre-Practicum II)	3
ESPE 271	Community Health and Fitness	3
ESPE 340	Concepts and Practicum in Physical Education (PK-9, 5-12) (Pre-Practicum III)	6
ESPE 455	Student Teaching and Seminar in Physical Education (PK-9, 5-12)	14

Minor in Coaching

The Department of Exercise Science and Physical Education offers a minor in coaching which prepares students in the fundamentals of coaching as outlined by the American Sports Education Program (ASEP). Information about specific requirements for the minor is available from the department chair.

Exercise Science and Physical Education Courses

ESPE 110
Fitness Concepts and Lifetime Activities
This course is designed to help students develop skills necessary for lifetime activities, and strategies for teaching skills progressively to students in grades K-12. The course also explores safety procedures and applications, fundamental rules, and current teaching strategies. Students participate in peer teaching, and learn progressions in teaching, which are applied through block planning. This course is a double class-block laboratory course, which meets for approximately 5 hours per week.
6 Lab Hrs, 3 Credits

ESPE 120
Team Sports
This course is designed to help students develop skills necessary for lifetime activities, and strategies for teaching skills progressively to students in grades K-12. It is also designed to introduce students to new and traditional team sports' skills. The course also explores safety procedures and applications, fundamental rules, and current teaching strategies. Students participate in peer teaching, and learn progressions in teaching, which are applied through block planning. Participants also learn to create lead-up/new games. This course is a double class-block laboratory course, which meets for approximately 5 hours per week.
6 Lab Hrs, 3 Credits

ESPE 130
Fitness Leadership
Students completing this course will be able to articulate the aims and objectives of instruction in such fitness-related activities as weight training, aerobic fitness, water fitness, and walk/jog fitness. Emphasis is given to analyzing and designing fitness-related activities, and articulating carryover skills to aid in increasing the quality of life.
6 Lab Hrs, 3 Credits

ESPE 140
Dance and Rhythmic Activities
This course examines current methods, materials, and objectives for teaching dance, creative rhythms, games, and educational gymnastics in grades N-9. Emphasis is given to developing, analyzing, and planning elementary activities in order to enhance motor skills and improve basic movement patterns. The themes of cultural diversity and inclusionary activities are woven throughout the course. Students develop skills in the areas addressed in the course, participate in peer teaching, and teach children from a Boston public school.
6 Lab Hrs, 3 Credits

ESPE 150
Nutrition for Health and Sport
This course examines ways in which nutrition promotes health, influences disease, and affects exercise and sports performance. A major goal is to have students better understand the role that nutrition plays in their own health. Participants evaluate popular diets and dietary supplements, examine current nutrient recommendations, and acquire confidence in making sensible nutrition recommendations.
3 Lect Hrs, 3 Credits

ESPE 180
Health Science
This course stresses scientific information and the development of health practices that contribute to effective living; and the personal assessment of fitness. This course meets one of the diversity requirements for ESPE majors.
3 Lect Hrs, 3 Credits

ESPE 190
Foundations of Physical Education (Pre-Practicum I)
This course is designed to introduce students to the profession of teaching physical education, and to the elements essential to the profession. It also provides a field experience (25 hours of pre-practicum experience) in public school physical education classes working with a certified physical education teacher. The course also includes "project adventure" activities.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

ESPE 219
Life Guard Training
A course designed to meet all the current requirements of the American Red Cross Life Guard training materials.
Prerequisite: Timed swimming and skill performance.
1 Lect Hr, 2 Lab Hrs, 2 Credits

Department of Exercise Science and Physical Education

ESPE 220
Adapted Physical Activity (Pre-Practicum II)
This course includes a study of the diverse physical, emotional, social and neurological characteristics of children and adults with disabilities. The course discusses race, gender, class culture, age and sexual orientation in relation to disabilities with respect to physical activity. Twenty-five hours of field work are required (Pre-Practicum II) for all physical education teaching concentrators; fifteen hours of field work are required for all exercise physiology concentrators. This is one of two courses meeting the diversity requirement.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

ESPE 221
First Aid and Cardiopulmonary Resuscitation
The purpose of this course is to provide students with the ability to act appropriately in the event of a medical emergency. Students can earn certification in First Aid and CPR.
1 Lect Hr, 2 Lab Hrs, 2 Credits

ESPE 222
Water Safety Instructor
This course is designed to meet all the current requirements of the American Red Cross Water Safety Instructor's training materials. Students who successfully complete the Red Cross requirements of this course will receive Red Cross Water Safety Instructor Certificates.
Prerequisite: Approved skill performance.
1 Lect Hr, 2 Lab Hrs, 2 Credits

ESPE 223
CPR for the Professional Rescuer
This course focuses on CPR at the professional rescuer level; first aid; and response to life threatening emergencies. Professional level training is required of nurses, EMTs, firefighters, athletic trainers, lifeguards, police officers, and other allied health professionals. Facilities such as nursing homes, physical therapy clinics, and fitness clubs may also require their employees to be trained in CPR at the professional level.
3 Lect Hrs, 3 Credits

ESPE 225
History and Philosophy of Physical Education
This course is designed to help students understand the heritage of school physical education and the growth of the profession, addressing its historical developments and philosophies of the individuals who helped in its development. Students are given the opportunity to discuss significant issues during class lectures.
3 Lect Hrs, 3 Credits

ESPE 226
Social Aspects of Sport and Society
This course is designed to introduce students to the sociology of sport. It explores the impact on our social life of sports and behaviors associated with sports. The course also presents, discusses, and applies social theories related to sports and society. Topics include sports and children, adults, violence, economy, religion, gender, race, ethnicity, media, politics, and government. The course encourages students to analyze and question the influence that sports have on society.
3 Lect Hrs, 3 Credits

ESPE 230
Strength and Conditioning
This course is designed to prepare physical education teaching concentrators and exercise physiology concentrators to work as strength and conditioning specialists at schools, fitness centers, and universities. The course addresses the scientific and theoretical basis of strength training and conditioning, introducing basic terms and concepts, and presenting an overview of the major research in this area. Participants study the structure of the variables used in the design of strength and conditioning programs, and standard programs are systematically examined and analyzed. The course also compares aerobic and anaerobic training adaptations, and considers differing concepts applicable to the use of strength training in specific populations. The course's scientific and theoretical components are reinforced in a laboratory setting.
Prerequisite: ESPE 110 or ESPE 130.
3 Lect Hrs, 3 Credits

ESPE 235
Prevention and Care of Sport Injuries
This course is designed to assist students in recognizing and providing immediate treatment of the common injuries seen in recreational and competitive sports. Additional topics include pre-participation physicals, protective equipment, emergency first-aid, orthotics, illnesses and disease routinely seen in athletes.
Prerequisite: Current First Aid and CPR certificates.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

ESPE 256
Lifetime Fitness
This course explores the relationship between physical activity and health, focusing on the assessment of several components of physical fitness as well as methods to improve those components.
3 Lect Hrs, 3 Credits

ESPE 271
Community Health and Fitness
This course offers students the opportunity to work with under-served and diverse populations in the local community. A major goal is to reduce the incidence of physical inactivity among urban populations and to improve attitudes toward physical activity. This is accomplished through the use of non-competitive and inclusive games that allow each child to experience success in physical activity. Students participate in community-based intervention programs which include health screening, fitness assessment, exercise leadership, disease prevention, and nutrition education. Students acquire practical experience working in a community center and can develop their competence in fitness programming, exercise prescription, and the effective communication of assessment results to the population served.
Prerequisites: ESPE 190, and ESPE 110 or 120 or 130 or 140; Current CPR.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

ESPE 290
Movement Studies I
This course is designed to introduce students to the work of Rudolf Laban in which principles of movement are categorized as bodily aspects, effort, spatial aspects and relationships. It is also designed to provide the opportunity for students to realize how these movement principles assist in motor skills learning and personality development. The course applies Laban's movement principles to fitness components and to academic learning, and introduce the movement symbols of Labanotation.
3 Lect Hrs, 3 Credits

ESPE 301
Physical Education in the Elementary School
This course is designed to introduce non-physical education students to the methods of teaching, curriculum design, and organizational methods of physical education in the elementary school. The course includes a 15-hour pre-practicum. (Course not offered 2003-2005.)
2 Lect Hrs, 2 Lab Hrs, 3 Credits

Department of Exercise Science and Physical Education

ESPE 305
Fitness Appraisal
This course explores the relationship between physical activity and health, focusing specifically on the evaluation of cardiopulmonary and musculoskeletal fitness in apparently healthy populations. Discussions include risk factor, analysis, body composition assessment, aerobic fitness testing, muscle strength testing and flexibility assessments; as these relate to an individual's probability for developing a disease and to issues in exercise programming. The course addresses both theory and practice, and helps to prepare students for the exercise testing portions of the Health Fitness Instructor examination of the American College of Sports Medicine. Both theoretical and practical components will be addressed.
Prerequisites: BIOL 207 and ESPE 110 (teaching track) or ESPE 130 (exercise physiology track).
Corequisite: BIOL 208.
3 Lect Hrs, 3 Credits

ESPE 306
Current Problems in Health and Physical Education
This course offers a topical approach, through readings in current literature, to today's problems in health and physical education.
3 Lect Hrs, 3 Credits

ESPE 310
Statistics and Evaluation in Exercise Science and Physical Education
This course focuses on the development, evaluation, and application of tests in physical education and considers elementary statistical techniques and tools as they apply to physical education today.
Prerequisite: MATH Q114 or higher.
3 Lect Hrs, 3 Credits

ESPE 315
Motor Learning
This course is an introduction to the major principles of motor skill acquisition. Key components include applying the concepts of various principles to performing, learning, teaching and assessing performance.
Prerequisites: ESPE 110, 120, and 140.
3 Lect Hrs, 3 Credits

ESPE 321
Physiology of Exercise I
This course examines the human anatomical and physiological response to exercise and exercise training. Topics of study include energy metabolism; sports nutrition; skeletal muscle anatomy and physiology; resistance training for the development of muscular size and strength; cardiorespiratory anatomy and physiology; cardiorespiratory training and endurance performance; over-training; quantifying sports training; exercise and thermal stress; exercise at high altitude; and ergogenic aids and performance. In seeking to understand, evaluate, and enhance health and physical performance, the course also examines the integration of human physiological systems in response to exercise. (Course offered in the fall only.)
Prerequisites: BIOL 207 and 208.
Corequisite: ESPE 366.
3 Lect Hrs, 3 Credits

ESPE 322
Physiology of Exercise II
This course is designed to provide students with practical laboratory experience in exercise physiology. Students carry out laboratory procedures that demonstrate the concepts taught in ESPE 321. This laboratory course provides lessons and/or experiences pertaining to the acute and chronic responses to exercise. Physiological systems to be examined include the cardiovascular, the musculoskeletal, the respiratory, and the metabolic pathways necessary for the production of energy. (Course offered in the spring only.)
Prerequisite: ESPE 321.
2 1/2 Lect Hrs, 2 Lab Hrs, 4 Credits

ESPE 325
Kinesiology
This course introduces students to the study of human motion through mechanical analysis. Lectures and laboratories provide students with the knowledge necessary to undertake a systematic approach in analyzing motor skill activities and exercise programs, and applying that knowledge to the execution and evaluation of both the performer and the performance.
Prerequisites: BIOL 207 and 208.
3 Lect Hrs, 3 Credits

ESPE 340
Concepts and Practicum in Physical Education (PK-9, 5-12) (Pre-Practicum III)
This course is designed to assist students to understand the structure of a high-quality secondary (5-12) and elementary (PK-9) physical education curriculum. It explores different curricula models, teaching models and strategies, and classroom management for students. Participants learn how to write a unit plan which includes a special-needs student. This is a pre-practicum course; participants are required to do 25 hours of physical education fieldwork in a school under the supervision of a physical education teacher certified according to Massachusetts regulations. Topics in the course address professionalism and issues of diversity, liability, and interdisciplinary learning; collaboration strategies; advocacy; classroom management; and safety within the teaching context.
Prerequisites: ESPE 110, 120, 140, and 190.
6 Lect Hrs, 6 Credits

ESPE 366
Exercise Program Design
This course examines the theory and practice of designing exercise programs intended to improve or maintain cardiorespiratory and muscular fitness. Topics include the principles of prescribing safe and effective exercise training programs for apparently healthy individuals as well as for those with such medical conditions as coronary artery disease, hypertension, diabetes, obesity, and osteoarthritis; and the design of exercise programs for other special populations including children, older adults, and pregnant women. (Course offered in the spring only.)
Prerequisite: ESPE 321.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

ESPE 370
Practicum in Adult Fitness
This course explores the physiological and psychological basis of physical conditioning, body weight control and exercise adherence for apparently healthy individuals. Participants acquire practical experience in administering fitness tests, designing safe and effective exercise programs, and developing effective leadership skills. They enhance their competencies in adult fitness programming by serving as instructors, test administrators, and fitness counselors. Each participant uses exercise physiology theories and practices to develop an independent project.
Prerequisite: ESPE 366.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Department of Exercise Science and Physical Education

ESPE 405
Advanced Topics in Exercise Science
This course is designed to develop successful strategies for researching scientific literature in exercise physiology. The course investigates selected topics using journals and computerized databases. Particular attention is given to using library resources to develop a state-of-the-art literature review written in appropriate scientific format. Participants also examine theories and rationale for developing and conducting scientific studies in exercise physiology, by working in small groups to develop and carry out a small research study. This project is particularly valuable in helping stimulate creativity and enhance problem-solving skills while working both independently and cooperatively in the exercise physiology laboratory. Participants also acquire experience analyzing data and presenting the findings of their studies during a class "Research Poster Presentation Day" at the end of the semester.
Prerequisite: ESPE 321.
3 Lect Hrs, 3 Credits

ESPE 425
Biomechanics
This course introduces the application of mechanical principles to human motion. The foundation of biomechanics rests on the biological and material properties of the skeletal, muscular and neuromuscular systems, and the laws and principles of mechanical physics. Participants examine the internal and external forces acting on the human body, and the effects produced by these forces.
Prerequisites: ESPE 325, MATH Q114.
3 Lect Hrs, 3 Credits

ESPE 455
Student Teaching and Seminar in Physical Education (PK-9, 5-12)
This is the capstone experience in the physical education teacher education program. Each student becomes an active participant in teaching/learning programs at two schools for a fourteen-week period (seven weeks in each school).
Prerequisite: Permission of teaching coordinator.
Hrs by arrangement, 14 Credits

ESPE 466
Clinical Exercise Testing
Theory and practice for evaluating the functional capacities of the cardiopulmonary system and its response to physical activity in health and disease. Emphasis is also given to such noninvasive assessment techniques as health and fitness screening, graded exercise testing, and basic electrocardiography. Emphasis is also given to the role of exercise in the treatment and prevention of cardiac disease. Course objectives are met through lectures, class discussions, laboratories, and clinical visits. Participants gain practical experience through examining numerous exercise testing and exercise prescription studies. (Course offered in the Fall only.)
Prerequisites: ESPE 305 and 321.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

ESPE 480
Independent Study
A student may register for independent study only with the permission of the department. The proposed study must be approved by the appropriate departmental committee and supervised by a member of the faculty.
Hrs by arrangement, 1-3 Credits

ESPE 486
Internship in Exercise Physiology
This course is designed for seniors in the exercise physiology concentration. It is a non-paid internship program in which the student is required to complete 400 hours of work at an agency/affiliation to be approved by the faculty coordinator. Students gain practical experience and training in areas that relate directly to their specializations and interests.
Prerequisites: Permission of internship supervisor.
Hrs by arrangement, 12 Credits

ESPE 490
Honors in Exercise Science and Physical Education
Students in this course engage in directed study and do independent research, under faculty supervision, on approved topics. Each student must submit an honors thesis at the conclusion of the course.
Prerequisites: Permission of an ESPE faculty member, completion of ESPE 321, and a cumulative grade point average of 3.5 or above.
Hrs by arrangement, 1-3 Credits

Coaching Courses

ESPECH 345
Fundamentals of Coaching
This course examines the theory and practice of coaching competitive athletics. It introduces the student to the wide range of a coach's responsibilities beyond just the teaching of sport-specific skills. The prospective coach learns how to plan and organize the entire year to focus on the game season, and how to set up a pre- season plan, including individual in-season practice plans. This course is designed to provide the student with the fundamental knowledge necessary to coach in a school or youth setting.
3 Lect Hrs, 3 Credits

ESPECH 349
Psychology of Coaching
The objective of this course is to explore the behavior of individuals and groups participating in sports. Its focus is on why people behave the way they do in various athletic and physical activity settings. The course will provide answers to questions and problems of a psychological nature as they pertain to the handling, coaching, and understanding of the sports participant.
3 Lect Hrs, 3 Credits

ESPECH 460
Directed Field Work
Each student in this course is assigned to a school, college, agency, or team to gain experience with a knowledgeable coach. A minimum of 60 hours of field work is involved, as well as seminars.
Hrs by arrangement, 3 Credits

The College of Public and Community Service

COLLEGE OF PUBLIC AND COMMUNITY SERVICE

ADMINISTRATIVE OFFICERS

Ismael Ramirez-Soto, JD, EdD	Dean
Marie Kennedy, MArch	Associate Dean for Academic Affairs
Sarah Bartlett, EdM	Administrative Dean for Enrollment Management
Evelyn Wong, BA	Assistant Dean, Administrative Finance

Overview and Mission

In its practice and in the educational opportunities it provides, the College of Public and Community Service (CPCS) endeavors to function as an inclusive, democratic, and participatory learning community which promotes diversity, equality, and social justice. A core part of the College's mission is to "educate students to foster the public good and aid the transformation to a more equitable society." Through educational programs, research and technical assistance projects, the College works toward overcoming the attitudes, beliefs and structures in our society which discourage full participation in economic, civic, cultural and political life.

Learning to Make a Difference

CPCS is a college for people who are seeking to make a difference in their own lives and in the lives of others. It provides an empowering and effective education to people who are committed to working for social justice, and who want to promote positive development in their communities.

Students who are attracted to the College represent the diversity of the metropolitan community: students range in age from 18 to 80; about 70% are from low-income areas; 60% are women; over 30% identify themselves as members of communities of color.

Students come to CPCS with a variety of goals:

- Some are community and public service professionals seeking to improve their effectiveness in their respective fields.
- Some are eager for an undergraduate education that will provide them a solid preparation for entry into professional work or study in areas such as law, policy, advocacy, planning, social work, education or non-profit management.
- Some are community members or workers who have a desire to understand more about their communities and workplaces and who wish to improve their effectiveness as leaders, activists, cultural workers, or advocates.
- Some are students attracted to a college offering a social justice perspective who want to explore and develop their understanding of political, social and economic issues.

The College curriculum has a great deal to offer all these students. The general education requirements are focused on social issues, cultural studies, and developing the skills and knowledge one needs to be a full and active participant in society. The College offers majors and concentrations in a range of public and community service related fields, including:

Majors	***Concentrations***
Community Planning	Community Media and Technology
Criminal Justice	Community Studies
Gerontology	Human Services
Human Services	Legal Advocacy
Labor Studies	Management (Non-Profit)
Legal Education Services	Organizing Planning
	Training and Development
	Youth Work

COMPETENCY-BASED EDUCATION

The CPCS educational program is organized around a competency-based, outcome oriented curriculum. Students progress through the curriculum by demonstrating their competence in a variety of skill and knowledge areas. A CPCS student who demonstrates a competency is showing the ability "to do" something—to put knowledge and principles into practice.

The competency is the basic unit of academic credit at CPCS. Competencies are defined in competency statements. Each competency statement specifies the particular learning outcomes required. Students may demonstrate a competency through a number of learning options.

Sample Competency Statement

Participation in Government

Rationale: Whether through passage of a new regulation at an agency, a new bill passed by the legislature, a budget allocation, or a court decision—nearly every day government institutions make decisions on issues that impact our lives, our communities, and the well-being of others. Sometimes the decisions are made amid a great deal of publicity and public debate; other times issues are decided with little or no notice. If you are not directly part of the decision-making process, it may be hard to know how or where you can weigh in on issues that are important to you, how you can push an issue forward, or what power you and others who are concerned about the issue may have to impact the decision-making process.

To be active and effective participants in a democracy it is necessary to understand how an issue makes its way to—and through—a decision-making process, to understand the extent and limitations of authority the different branches of our government may have on an issue, and, most importantly, to understand the ways in which you and others can impact the process.

This competency enables students to develop the tools to map out a decision-making process for a particular policy issue or question, the roles and influences of stakeholders and decision-makers, and the ways in which they could or would be able to influence the outcome of the process. They will do so through researching and answering questions like: How do issues move from the background to the forefront of political discussion? Who has a say in how a decision is made? Who has a stake in the decision? What kinds of power do people have in the process and how can they exercise it?

By focusing on a particular issue currently going through a decision-making process, students working on this competency will apply concepts and answer critical questions about democratic decision-making that can be applied to other issues and that will help them become more effective political participants and advocates.

Competency: Can identify and explain the decision-making process for a particular policy issue or question, the roles and influences of stakeholders, interest groups, and decision-makers, and some ways in which one could influence the outcome of the process. Can reflect back on the process and discuss pros and cons of participating in government decision-making.

Competency-Based Education

Criteria:

1. Identify a policy issue currently before a decision-making body in the state or federal system. Summarize the key points of the issue in question and the alternative outcomes being considered.
2. Identify the people and groups who you think have a major stake or interest in the outcome of the decision-making process; for each, describe which position they support, what their interests are, and how you think they will be impacted by the alternative outcomes.
3. Identify all the formal bodies, groups, and strategies at the state or federal level that could influence a decision on this issue. Describe their decision-making authority and how you would influence them.
4. Trace the history of this issue on the policy agenda and give your assessment of why this issue has emerged on this particular decision-making agenda at this point in time. (What is happening on the state and federal levels to influence its emergence?)
5. Identify and describe the body or group that is currently charged with making a decision on this issue and outline the formal steps of the decision-making process.
6. Give your assessment of the decision-making process in terms of what you observed and how you think the democratic process worked in this instance. Include what you found encouraging or discouraging about the process and where you could see yourself engaging as an active participant.

Standards:

1. The policy must be one currently being decided upon or just recently implemented. It should affect large numbers of people and generate controversy. It must be approved by an evaluator. You should present your summary in three to five well-developed paragraphs.
2. For Criterion 2, your discussion should include at least five stakeholders. For each stakeholder describe:
   a. its power;
   b. its structure;
   c. its relationship to the public and other branches of government
   d. the qualifications of its members; and
   e. how you would access or work with it (if it is not accessible, please discuss).

   Present your discussion in two to three well-developed paragraphs on each stakeholder.
3. For Criterion 3, explain what strategies could be used in working with these branches/bodies. These could include:
   - working on an electoral campaign
   - initiating a ballot initiative
   - lobbying, sponsoring a bill
   - taking legal action
   - engaging tactics to influence an administrative office
   - serving as an expert witness or testifying before a legislative committee.

   Explain the strategies in a 3- to 5-page essay.
4. For Criterion 4, explain the specific events/factors that brought this issue to the place it is currently at in the decision-making process. Refer to political, social, or economic factors and any related policy issues also being discussed at other levels and branches that provide a context for understanding the emergence of this policy at this time. Present the issue's history in a 5- to 8-page essay. Describe the decision-making body, its function, structure, and backgrounds of its members. How will it (or did it) actually reach its decision? What was the process? What internal or external factors may (have) influence(d) this? Did all stakeholders have their voices heard? Did the process represent each stakeholder equally?
5. Criteria 2-5 should be addressed together in a 5- to 8-page essay. This essay may be used to demonstrate Criterion 1a of the Writing portion of the Level II Communications Portfolio competency.
6. For Criterion 6, write a 3- to 5-page essay describing your reactions to the process and discussing your feelings about getting involved in decision-making. Were all stakeholders equally represented in the process? What are your thoughts about some of the systemic dilemmas and debates such as those over states rights vs. federal uniformity, whether elected or appointed officials are more accountable to the public, universal entitlements, the pros and cons of interest groups, the role of money, and the power of corporations vs. grassroots individuals or groups. After having looked at the process of policy-making, where could you envision yourself getting involved?

Examples of Demonstration:

1. A student takes a course and completes all the assignments.
2. A student becomes involved with a policy decision that has recently been implemented or is about to be acted upon in the formal decision-making arena. S/he reflects on the issue, the process, and the outcome and, based on readings on formal decision-making, review of media coverage, and personal research (including Internet searches), writes papers that address all the criteria and standards.
3. A student who has worked on legislation for health care coverage in Massachusetts reflects on the issue, the process, and the outcome, refers to relevant readings, and writes papers and delivers oral presentations addressing all the criteria and standards.

A Learning Process That Works for Students

CPCS is committed to meeting students where they are, and helping them get where they want to be. Because the competency systems offers students different options for demonstrating competencies, students have more control in designing an educational plan that works for them within the curricular framework. As part of the entry process, students assess their accomplishments and learning needs to determine the support or leeway they need to get the education they want. Students at a certain level of accomplishment in their fields can build on what they already know to improve their effectiveness. Students who come to the College needing to bolster some of their foundational skills will find the support they need to do so through the competency-based curriculum.

INNOVATIVE AND EXCITING WAYS TO LEARN

The College recognizes that there are many ways to learn and to develop and demonstrate competence. At CPCS students are encouraged to take advantage of a wide range of learning opportunities inside and outside of the classroom that suit their needs and interests.

Courses

CPCS offers a wide range of classroom-based learning options through which students work on developing and demonstrating competencies. In their class work, students learn experientially, in small groups with other students, through classroom based projects, and through assignments. Courses may address more than one competency through instruction and provide support for developing communication skills. Class sizes are small to allow students the opportunity to learn from each other and to work closely with the faculty.

Some examples of current CPCS courses include

Defying Conventions: The Lives of Women Who Dared
Using biography and works of fiction, this course examines the lives of women in the nineteenth century who defied social convention and spoke out for the rights of women (and others) at a time when the public arena was defined mainly as a male space. Drawing on the richness of these earlier efforts, students also have the opportunity to explore contemporary social change efforts.
Competency: Reading Life Histories

Community Portraits

Through this course students develop skills in preparing a portrait of a local community, including social, economic, physical and historical dimensions. They become familiar with a variety of types and sources of information about local communities. They learn how to assess the quality of the information they find, how to analyze and interpret it, and how to present it effectively with words, numbers and maps. The course introduces ways of using computers for finding local community information, so a basic level of computer skills is an essential prerequisite. The course introduces various sources of quantitative information, such as the Census; while there is assistance in handling the math involved, basic math competence is another essential prerequisite.
Competency: Community Portraits

Additional Learning Options

CPCS students are not limited to learning in the classroom. In addition to courses, CPCS provides a number of alternative instruction and competency demonstration options for students, including

Project-based Learning

In these exciting and intensive learning projects, students work with faculty and community members to identify issues and needs of communities and to develop strategies for addressing them. The combination of study and practice provides rich, hands-on learning experiences for the students, as well as service to the communities.

Some examples of recent projects include

Building Chinatown for Chinatown: A research, advocacy, and technical assistance project with the Campaign to Protect Chinatown. The student/faculty team assisted the Campaign in assessing needs, analyzing the impact of development proposals, and developing strategies to protect Chinatown's interests.

Teen Girls Legal Project: Working with Planned Parenthood and other organizations providing services to young women, students identified the legal concerns of this population and the legal resources available to them. Students then designed a manual on the legal rights of young women for community dissemination.

Directed Study

Individual students or small groups may wish to pursue an area of study outside of a structured class or project. For these students, CPCS provides the directed study option. Typically, students identify a competency or competencies they want to work on and coordinate with a faculty evaluator to develop a learning and demonstration plan for completing the competency. This is an excellent learning option for students who bring prior knowledge or experience in certain areas of the curriculum and who want to build on that knowledge. It also extends the learning options for students who may wish to explore certain topics not addressed through organized learning activities in a given semester.

Evaluation of Prior Learning

At CPCS, students with relevant prior experience may use that experience toward demonstration of competencies in the curriculum. Students who have experience consistent with the learning outcomes in a competency may work with a faculty evaluator to demonstrate what they have done, what they have learned and how it relates to the competency. Prior learning may also be used to get a student part way through the demonstration of a competency. An evaluator can then help determine what new or additional learning is needed to get the rest of the way.

THE CPCS CURRICULUM: EDUCATION THAT WILL MAKE A DIFFERENCE

At CPCS each student fulfills a general education distribution requirement and pursues a major. The curriculum is a challenging one that helps students acquire the kinds of understanding, knowledge, and skills they will need in order to be effective in pursuing their goals. Its focus is on understanding real-world issues and combining theory and practice to tackle those issues and make a difference. CPCS graduates are prepared to advocate for themselves and others, and to improve the health and well being of their chosen communities in a changing world.

The curriculum is designed to promote competence in four major areas:

- Persuasive and powerful communication: Recognizing the critical importance of communication skills in today's society, the CPCS curriculum provides an excellent opportunity for students to develop their skills as persuasive and powerful communicators of ideas-in both written and oral form. The curriculum provides the instruction and support students need in order to understand the emerging importance of technology, and helps them build the skills they need in order to use that technology effectively.
- Effective participation in society: To work in public and community service, to be an activist, or to become a more effective and knowledgeable citizen it is important to understand communities, social institutions and systems, how they work and how an individual can make an impact on them. A central part of the CPCS curriculum is geared to developing an understanding of these areas and providing opportunities for students to develop and practice their skills in advocating, planning, strategizing, and organizing to affect change within them.
- Critical thinking and practice skills: Education is not simply about acquiring knowledge; effective education requires posing questions, challenging ideas, questioning assumptions, and wrestling with different interpretations to develop and put into practice one's own understanding of issues and ideas. A central part of the CPCS curriculum is focused on the development and application of these critical skills.
- Skills and knowledge for effective and reflective practice: Whether students are working toward developing skills for a particular job, preparing for further study at the graduate level, or trying to increase effectiveness in a current activity, the CPCS curriculum offers a unique combination of learning options geared toward helping students improve their professional competence. Each major provides a combination of competencies that focus on developing skills and abilities for practice, as well as developing a critical understanding of issues and systems in a swiftly-changing world.

At the undergraduate level, the College awards the bachelor of arts degree to students who complete the following:

Distribution Requirements

CPCS distribution requirements are designed to provide each student with a varied and integrated educational experience that helps to achieve the stated outcomes designated in the competencies associated with each area.

Core Knowledge and Skills

Competencies focusing on the development of critical thinking and argument skills, knowledge and understanding of communities, institutions and social systems and how to effectively work with, influence, or make an impact on them, understanding and applying theory to problems and social issues.

Communication/Computer Portfolios

Throughout the curriculum, special emphasis is given to instruction in and support for developing individual competence in reading, writing, listening, speaking and computer skills. While demonstrating their competencies, students also develop a portfolio of their accomplishments in these skills to submit for evaluation. The portfolio also includes a self-assessment of the learning process.

Capstone Project

Capstone projects comprise advanced-level work in which students utilize the skills and knowledge they have acquired throughout their academic careers at CPCS. Each student participates in an in-depth project or study focusing on: social research, community change, critical inquiry or policy development and advocacy.

The CPCS Curriculum

CPCS Majors and Concentrations

Majors in the College draw from six areas:

- Community Planning,
- Criminal Justice,
- Gerontology,
- Human Services,
- Labor Studies, and
- Legal Education Services.

Majors require the completion of 10 competencies, divided as follows:

A. a core set of 6 competencies, and

B. 4 additional competencies, comprising a concentration in one of the following:

- Community Media and Technology
- Community Studies
- Human Services
- Legal Advocacy
- Management (Non-profit)
- Organizing
- Planning
- Training and Development
- Youth Work

These combinations provide students with the chance to tailor their majors to address the issues and areas of public and community service they are most interested or engaged in.

The Learning Plan

Requirements for graduation are mapped out in what is called a "learning plan." This plan lists the competencies that a student is required to complete at CPCS and serves as a student's road map through the requirements and options in the curriculum.

The Learning Plan follows a developmental framework in which skills build on each other as a student progresses to higher levels. Students have several options for demonstrating each competency in the learning plan. Instruction and support in reading, writing, speaking, computers, and quantitative reasoning are integrated throughout the curriculum to assist students in meeting the Portfolio requirements.

CPCS Degree Diagram

Core Knowledge and Skills

Level I	Level II	Level III	Level IV
Dimensions of Learning	**Quantitative Reasoning**	**Social Research: Comsumption and Design**	**CAPSTONE PROJECTS**
Critical Inquiry	**Participation in Government**	**Economic Distribution**	**Choose One:** Doing Social Research Working for Social Change Critical Analysis Public Advocacy
Reading Life Histories	**Community Portraits**	**Social Difference in Public and Community Services**	
Understanding Arguments	**Value Conflicts in Public and Community Service**	**Critical Practice in Public and Community Services**	
Media Literacy	**Historical Change in the U.S.**	**Choose Six:** Scientific Awareness Influencing Policy-Making Debating Policy Issues Action Learning Language Other Than English III Statistics Critical Readings I-III (Same comptency may be done up to three times on three different topics)	
Community Action	**Making Arguments**		
Choose one: Exploring Culture Engaging Art Language Other Than English I	**Choose Three:** Group Dynamics Organizational Dynamics Exploring Community Reflecting on Art Language Other than English II Crafting Art Models of Change Service Action		

CPCS Majors—10 competencies: all 10 within the major or 6 within the major and an approved concentration of 4

Majors	Concentrations	
• **Community Planning** • **Criminal Justice** • **Gerontology** • **Human Services** • **Labor Studies** • **Legal Education Services**	• **Community Media and Technology** • **Community Studies** • **Human Services** • **Legal Advocacy**	• **Management (Non-profit)** • **Organizing** • **Planning** • **Youth Work**

Others (majors designate 4-competency concentration to combine with other majors)

Communications/Computer Portfolio

Portfolio I	Portfolio II	Portfolio III

THE MAJOR IN COMMUNITY PLANNING

The CPCS Community Planning Program is one of very few undergraduate planning programs in the United States. The program focuses on participatory approaches to planning with and for communities and groups that have at best been ignored and at worst harmed by prevailing planning and decision-making practices.

Majors in this area are designed for people interested or already involved in careers as managers, planners, and organizers in public and community services.

Community planning competencies address generic skills and knowledge in planning and management that can be applied to many different areas. They emphasize direct, firsthand work in community and agency situations. Students develop and demonstrate technical skills as well as the ability to analyze the political aspects and social values implicit in different approaches to community planning and management.

Community planning practitioners work interactively with groups of people to determine need, to specify desired outcomes, to develop and implement strategies for achieving these outcomes, and to evaluate the results. Students in this major develop the ability to compare and contrast different theories and methods of planning, and to determine the social, physical, and economic impact of development projects.

CPCS graduates who have focused their work in planning are employed in a wide variety of positions in community-based service agencies, grassroots community organizations, local governments, and state agencies. They are developing and managing programs and organizations that serve many different populations—geographic neighborhoods, women, elderly, youth, differently abled, specific racial/ethnic groups, gays and lesbians, workplaces, etc. Some go on to graduate school in planning, public policy, management, law and related fields.

Major Requirements

A. Core Competencies

- Community Impact Assessment
- Needs and Resource Analysis
- Planning Models and Theories
- Program Evaluation
- Strategy and Proposal Development I and II

B. One of the following concentrations:

- Community Media and Technology
- Community Studies
- Legal Advocacy
- Management
- Organizing
- Youth Work

THE MAJOR IN CRIMINAL JUSTICE

The Criminal Justice Program at the College of Public and Community Service focuses on graduating reflective practitioners in the general field of criminal justice.

The criminal justice curriculum provides students the knowledge and skills needed to advance their work and to advance in it. At the same time, it provides students with the tools to step beyond their work to reflect on its meaning. Whether a police officer or correctional officer, prisoners' rights advocate or victim/witness advocate, youth worker or community activist, criminal justice majors are challenged to understand their work, or their prospective work, in a larger social context and to reflect on its larger social functions and impact.

The Criminal Justice Program at the College of Public and Community Service (CPCS) and the Criminal Justice Program at the College of Liberal Arts (CLA) collaborate to offer an intercollegiate six-course core curriculum guided by the education standards of the National Academy of Criminal Justice Sciences. Core courses enroll a mix of students from each college, whether taught by a CPCS or a CLA faculty member. This provides students flexibility in scheduling courses and in selecting instructors.

In addition to the basic six required competencies, CPCS students choose four more competencies from a variety of specialized concentrations. The concentrations complement the core curriculum and prepare students for employment in a wide range of social and governmental agencies, and for graduate work in criminal justice, human services, social work, management, education, community planning, law and other related fields.

Major Requirements

A. Core Competencies

- Applying Theory to Practice in Criminal Justice
- Correctional Institutions and Processes
- Crime, Justice, and Society
- Criminal Law
- Innovations in Police Policy and Management
- Legal and Moral Dilemmas in Criminal Justice

B. One of the following concentrations:

- Legal Advocacy
- Planning
- Community Studies
- Human Services
- Management
- Youth Work

THE MAJOR IN GERONTOLOGY

With the aging of the US population, gerontology is becoming more and more important to the vital interests of the country. At present, approximately 12.5% of the population is considered elderly. By the year 2030, the elderly population in the US is expected to be close to 22% of the total population.

These growth trends will result in the demand for professionals with knowledge and expertise in aging. Expanded career opportunities in gerontology and geriatrics are forecast in many disciplines and professional settings, including community, human service, and religious organizations; health care and long-term care institutions; federal, state, and local government agencies; retirement communities; academic and educational institutions; business and industry; and professional organizations.

The Gerontology Major emphasizes three main areas reflecting the field's career options: social policy, management, and direct services. Gerontology competencies are designed to help students take active roles in addressing the needs of an aging society by focusing on issues of aging, health, demographics, economics, and social policy, as well as on intervention skills for working with elders.

Major Requirements

A. Core Competencies

- Applied Research in Aging
- Concepts of Aging
- Demographics and Economics of Aging
- Health and Physical Aspects of Aging
- Intervention with Elders
- Working with Elders

B. One of the following concentrations:

- Community Planning
- Legal Advocacy
- Management

THE MAJOR IN HUMAN SERVICES

The field of human services continues to be one of the fastest growing employment fields in Massachusetts and the nation. Human services providers work in a diversity of settings, from state agencies to substance abuse programs to counseling and educational programs. Within these areas, human services workers carry out many different roles from counseling and intervention, to management or program development.

The Human Services Major is designed to provide students with the knowledge and skills they need for employment in a wide range of social and government agencies, or for graduate study in social work, sociology, psychology, education or other related fields.

This major is ideal for students thinking of entering the field, as well as for students who already have experience in human services. Students new to the field gain an excellent foundation in theory and practice related to human services and have the opportunity to gain hands on experience through practica and field-based learning options. Students already experienced in human services can use and build on their work experiences while acquiring new knowledge, skills, and direction necessary to move into new or more advanced positions in the field of human services.

The content of the major has been carefully constructed to match workforce needs. It is designed to provide professional orientation to the context and core values of human services practice and to the theoretical models and knowledge about individuals and society that form the foundation for human services education and work. As students progress through the curriculum, they build on this foundation by integrating and applying these theories to work with individuals, groups and agencies and developing knowledge of issues in human services.

Major Requirements

A. Core Competencies

- Delivery of Services
- Development of Human Services
- Human Development
- Life Stages
- Professional Responsibility
- Social Construction of Relationships

B. One of the following concentrations:

- Community Media and Technology
- Legal Advocacy
- Management
- Organizing
- Planning
- Training and Development
- Youth Work

THE MAJOR IN LABOR STUDIES

The major in labor studies offers students an empowering education that prepares them to be activist leaders, worker advocates and change agents in their workplaces and communities. The bachelor's degree and certificate programs offer unique opportunities for learning how to think critically and act effectively in order to address current workplace problems, to advocate for working people and to help them build organizations dedicated to economic justice.

The Labor Studies Program has close ties to the Labor Resource Center at CPCS, which offers students opportunities to apply learning to ongoing research projects, to public policy initiatives, and to movement building activities.

The labor studies major prepares students for:

- staff and leadership positions in unions and other advocacy organizations, jobs in labor and community organizing, teaching roles in adult literacy and vocational education, positions in government agencies and in community media and service organizations,
- advanced degrees in law, mediation, public administration, and other graduate programs.

Labor studies students address the "why" questions as well as the "how" questions—questions ranging from why a union would choose a particular organizing target or media strategy to larger questions about why unions need to be diverse, why they need to be pro-active about community economic development, why they need to represent the unorganized, why they need to build coalitions, why they need to be part of a global movement for economic justice.

Major Requirements

A. Core Competencies

- Analyzing the Problems of Workers
- Assessing Workers' Power
- Building Worker Organizations
- Legal Advocacy
- Negotiation
- Strategic Analysis for Worker Organizations

B. One of the following concentrations:

- Community Media and Technology
- Community Studies
- Legal Advocacy
- Management
- Organizing
- Planning
- Training and Development

THE MAJOR IN LEGAL EDUCATION SERVICES

The Legal Education Services Major is designed for students who want to study law and justice within a broad social context. This major provides students with a dynamic opportunity to develop a comprehensive understanding of the legal system; focus on particular areas of legal knowledge, such as environmental law, family law, and workers' rights; develop legal advocacy skills; and explore contemporary meanings of justice and injustice.

Whether you want to be a lawyer, work as an advocate in areas such as housing, benefits, or domestic violence, or be involved in government or public policy work, this major provides skills and knowledge needed for work or further study in these areas. The Legal Education Services major is also designed to provide students who are interested in social issues the opportunity to study law within a justice framework.

The Legal Education Services Major prepares students for:

- advocacy work in a variety of legal and community settings,
- positions in government agencies and the courts,
- advanced degrees in law, dispute resolution, criminal justice and other graduate programs.

The legal education services curriculum is designed to be flexible and give students choice in structuring their studies to meet their needs and interests. For example, a student might choose to focus on law in combination with a concentration in youth work (see below); another student might choose to emphasize a particular area of the law, such as family or environmental law in combination with a focus on justice issues. The curriculum is also designed to engage all students in a critical examination of our legal system and to advance critical thinking and analytical skills.

Major Requirements

A. Core Competencies:

- Basic Concepts of Justice
- Formal Legal Advocacy
- Legal Advocacy
- Legal Reasoning and Argument
- Legal Studies I
- Legal Studies II

B. One of the following concentrations:

- Community Media and Technology
- Community Studies
- Management
- Organizing
- Planning
- Youth Work

THE CONCENTRATION IN COMMUNITY MEDIA AND TECHNOLOGY

Most of our information about everything from people and places to pressing social issues and the diversity of world cultures comes to us through mass-mediated sounds, words and images. As media and information technologies converge, corporate power is being concentrated in the hands of fewer national and transnational companies. At the same time, these very technologies hold out the promise of decentralizing and democratizing communication. As these media and technologies become more affordable and accessible, they become useful, if not essential, tools for even the smallest non-profit and community-based organizations to use in the service of community building, constituent mobilization, grassroots organizing, influencing public opinion, organizational development, and social change.

Non-profit organizations, including labor unions, cultural associations, and community-based organizations report the need for media-savvy personnel to construct accurate and effective images of their programs. Within communities, media and technology centers are being developed in response to converging communication technologies. It is projected that the field of telecommunications will add nearly 200,000 jobs in the greater Boston area by 2015. There is significant evidence that the intersection of communications media and public and community service will be particularly dynamic.

The Community Media and Technology Concentration is designed to provide students with the key competencies they need to incorporate a range of multi-media tools into their primary responsibilities as labor activists, community organizers or agency professionals.

Competencies included in this concentration

- Analyzing Media
- Developing a Media Strategy
- Media and Community Building
- Using Technology

Majors linked with this concentration

- Community Planning
- Gerontology
- Human Services
- Labor Studies
- Legal Education Services

THE CONCENTRATION IN COMMUNITY STUDIES

The Community Studies Concentration is intended to help students deepen their understanding and working knowledge of a wide range of communities—social as well as geographical—in order to apply that knowledge in a variety of settings and contexts. Students engage in community-based action and research projects, and find appropriate ways to combine this concentration with one of the CPCS majors. After graduation, they are prepared to be community workers in a variety of roles, as active, informed citizens and residents, as educators and researchers, as managers and staff in community-based organizations and human services agencies, as well as leaders in community-based advocacy groups and social change movements.

This concentration will appeal to students who want to stretch and deepen their understanding of, and involvement with, a variety of geographic communities at the local, national, and international level, as well as the non-spatial communities formed out of collective identities and experiences.

Community studies are grounded in academic and applied research, using communities as the basis of analysis. This foundational work is enriched by the CPCS emphasis on having students learn from each other's experience and from the college's activist faculty and its network of community-based activists and practitioners. The concentration includes a strong emphasis on community-service learning.

Competencies included in this concentration

- Community Identity
- Economic Issues and Strategies
- Social Organization
- The Dynamics of Community Change

Majors linked with this concentration

- Community Planning
- Criminal Justice
- Human Services
- Labor Studies
- Legal Education Services

THE CONCENTRATION IN MANAGEMENT

Employers in public and community service consistently identify management skills as important and desired skills in all areas of public and community service. Human service agencies and community-based organizations are seeking people with experience in managing finances, providing adequate staff supervision, and demonstrating that they are meeting their goals. Students working in the field agree, citing management skills as necessary for their career development.

The Management Concentration at CPCS offers a unique approach to understanding and developing skills for effective non-profit management. The curriculum is designed to help students become competent managers who are also knowledgeable about the core values of public and community service and who understand the professional, legal, ethical, and policy context of practice in these areas.

Students who complete the Management Concentration have the knowledge and skills they need to analyze and interpret financial information; prepare financial plans for organizations; use effective personnel practices to meet the needs of organizations and their members. They are also well grounded in the research and theory of organizational operations and effective management techniques.

Competencies included in this concentration

- Financial Systems for Not-for-Profit Organizations
- Financial Management
- Human Resource Management
- Management Theories and Practices

Majors linked with this concentration

- Community Planning
- Criminal Justice
- Gerontology
- Human Services
- Labor Studies
- Legal Education Services

THE CONCENTRATION IN ORGANIZING

Organizing is one of the fundamental activities of a functioning democracy. Organizers are concerned with changing institutions and power relationships, delivering needed services, improving social conditions, and strengthening community participation. Groups of all kinds involved in promoting democracy and social change—community-based organizations, political campaigns, unions, and others—all engage in organizing. Thus, organizing skills are greatly in demand in the work places, movements and communities where CPCS students and graduates are likely to work. In community-based organizations, the labor movement, non-profits working for social change, and political campaigns, organizers and their skills are in demand.

Many groups expect staff to become self-trained organizers. But such skills—and the theory behind them—are not so easily acquired. At best, unskilled "organizers" may be ineffectual. At worst, they can do damage to the causes they are trying to promote. Organizers' lives are notoriously hectic and do not always leave them time to reflect on practice.

The Organizing Concentration offers a unique opportunity for students who are interested in or engaged in organizing to develop practical skills for organizing, gain a deeper understanding of the theory, values and philosophy behind organizing work, and explore organizing strategies and models that have been developed.

Competencies included in this concentration

- Analyzing and Evaluating Organizing Strategies
- Methods and Goals of Organizing
- The Organizer's Role
- Action Research for Organizing

Majors linked with this concentration

- Community Planning
- Labor Studies
- Human Services
- Legal Education Services

THE CONCENTRATION IN TRAINING AND DEVELOPMENT

For many public service and human services organizations, education is a fundamental part of their work. In formal settings, an agency supervisor may have to design on-the-job training for new employees or conduct staff development. A community learning center may need teachers familiar with training and development methods, who can design and implement adult basic education programs. Human services providers working with individuals and community residents may need training and development skills to define problems and identify solutions.

Often, it is up to individual workers to acquire these skills on their own, perhaps through trial and error. There is, however, a strong impetus within Massachusetts and across the nation toward university-connected education and certification in training and development, specifically for educators in public service and human services settings. The Training and Development Concentration provides an excellent opportunity for students to build a strong foundation in this discipline.

The concentration provides the opportunity for students interested in a wide range of community or public service jobs to develop the practical skills of training and teaching, as well as the theoretical knowledge they need to be effective trainers.

Competencies included in this concentration

- Assessing Training Needs
- Designing a Training Curriculum
- Evaluating a Training Sequence
- Training Implementation

Majors linked with this concentration

- Community Planning
- Human Services
- Labor Studies
- Legal Education Services

THE CONCENTRATION IN YOUTH WORK

Recent findings from the Center for Youth Development and Research demonstrate a high and increasing number of young people in families, neighborhoods or schools that are not providing sufficient care for these young people, and not challenging them to achieve their potential. Finding ways to see that young people acquire the skills and attitudes that prepare them for success in society, and ensuring that communities and institutions have the programs to support youth development—these have been ongoing challenges in our country.

To address this need, agencies, communities, and educational and governmental organizations are developing programs focused on working with the youth population to increase opportunities and support positive youth development.

As a result, youth work is a growing and diversified field in the area of public and community service. It engages people in many settings: churches, community agencies, the courts, DSS, DYS, non-profit agencies, schools, scout troops, the streets of our cities, violence-prevention programs, and youth centers. As the field grows, so does demand for trained youth workers and for professional standards within the field.

The Youth Work Concentration is one of very few higher education programs specifically designed to deal with issues, strategies, and practices specific to youth development. It is an ideal program for people interested in entering the field, and for those already in youth work who wish to build on their experiences. Students in the program develop critical understandings of youth culture, explore effective practices, and develop a theoretical underpinning for youth development work. The concentration is centered on a youth development perspective; it emphasizes participation, as well as opportunities supporting youth development.

Competencies included in this concentration

- Analyzing a Youth Issue
- Models of Practice
- Understanding Youth
- Working on a Youth Issue

Majors linked with this concentration

- Community Planning
- Criminal Justice
- Human Services
- Legal Education Services

University of Massachusetts Boston Faculty

The following list includes members of the University faculty associated with its undergraduate degree programs. Many of them also teach at the graduate level. Complete listings of faculty associated with all the University's graduate programs can be found in the UMass Boston graduate studies bulletin.

College affiliations, indicated for each entry, are abbreviated as follows:

CLA (College of Liberal Arts); CSM (College of Science and Mathematics); CM (College of Management); CNHS (College of Nursing and Health Sciences; CPCS (College of Public and Community Service).

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Standards, Regulations, and Procedures

ACADEMIC REGULATIONS

Requirements and Standards

Sections below designated by asterisks* do not apply to the College of Public and Community Service. For further information about CPCS regulations and procedures, see the section of this publication on the College of Public and Community Service. Please note also that individual college or program requirements and policies may in some areas be more restrictive than those described here. Please see individual college sections for complete information.

*Graduation Requirements**

To receive a bachelor's degree, a student must (a) meet the requirements of a major department or professional program; (b) fulfill the general education requirements of his or her college, school, or professional program; (c) meet the University-wide diversity curriculum requirement; (d) maintain a minimum 2.0 cumulative average; and (e) successfully complete at least 120 credit hours (123 for nursing majors). This total must include a minimum of 30 residency credits at the University. For students admitted to the University prior to the fall of 1979, this total must include 45 residency credits. Note: further information about graduation requirements appears in the sections of this catalog in which individual colleges, schools, and programs are described.

Note on the diversity requirement: UMass Boston has asked its four undergraduate colleges to institute, as part of their curriculum, course offerings which would assure that all University students understand the richness and complexity of diversity in our society. A specific description of the course work meeting the diversity requirement can be found in this publication in the introductory section for each of the colleges.

*Departmental and University Honors**

A student may graduate with honors in his or her major field by meeting the requirements of a departmental honors committee, which usually involve successful completion of an honors thesis or seminar or attainment of a 3.5 average in the field. Admission to honors work is governed by the departmental honors committee, although a cumulative average of 3.0 is required of honors students in all departments. Students may count up to six hours of honors work toward graduation, whether or not it meets departmental standards for honors.

The University Honors Program offers an enriched curriculum outside the major to academically talented students. For complete information, see the "University Honors Program" section of this publication.

Each college names students to its Dean's List based on semester grade point average. This distinction is entered on the student's transcript and acknowledged by a congratulatory card or letter. The colleges also elect students to membership in various national honor societies, and hold annual Honors Convocations at which outstanding student achievement is recognized.

The University bestows three separate honors designations for scholastic excellence reflected in the cumulative average:

Summa cum laude	3.75 or above
Magna cum laude	3.50 to 3.74 inclusive
Cum laude	3.30 to 3.49 inclusive

A special seal affixed to the student's diploma reflects the bestowal of an honors designation.

Attendance

Students are expected to attend all scheduled classes. No administrative control of attendance is exercised except as hereinafter provided. In case of illness, students should explain their absence directly to their instructors. Grades shall not be reduced because of absences due to illness when students have met their instructors' requirements for making up back work. Students may report illnesses to the University Health Service, which will verify dates of illness if requested by faculty members.

*Course Load for Full-time Students**

Full-time freshmen and sophomores normally carry four courses for 12 credit hours; full-time juniors and seniors normally carry five courses for 15 credit hours. A junior or senior science major may carry a course load of 18 credits. A student with a cumulative average of at least 3.0 overall (or at least 3.5 in the most recently completed semester) may take one extra course in excess of 18 credit hours with the permission of his or her advisor. Students in the Colleges of Liberal Arts and Science and Mathematics must obtain such permission from their Assistant Dean.

Administrative Procedures

*Transfer Records**

The cumulative average of a transfer student at a former school is not carried over to the University. The student begins to achieve a new cumulative average upon enrollment. A transfer student cannot be dismissed for poor grades in the first semester at the University but, for all subsequent semesters, the student must attain the cumulative average necessary for good standing in the class to which he or she was assigned (see the section on "Academic Standing").

Registration

Registration Policy: New students and continuing students who are in good academic and financial standing with the University may register. A student who wishes to obtain a degree from the University must be formally admitted to a program. Applications and information may be obtained at the Admissions Office, or by calling the Enrollment Information Service at 617.287.6000. TTY/TDD for the hearing impaired is 617.287.6010. E-mail is bos.admis@umassp.edu.

A matriculated student who has not been continuously enrolled must file an application for readmission with the Office of the Registrar.

Registration Procedures: All currently enrolled students in good academic and financial standing are expected to register, using the Touch-Tone Registration System or the Web, during a registration period near the end of each semester, for the following semester. Complete information about dates, procedures, billing, advising schedules, and locations is available at the Office of the Registrar during the registration period. Bills are mailed to students who register.

Registration During the "Add/Drop Period": New, readmitted, or non-degree students may register during the Add/Drop Period at the beginning of the semester for which they are registering.

Late Registration Policy: All continuing degree-seeking and certificate students must register during the Registration Period; all new, readmitted, or non-degree students must be registered by the end of the Add/Drop Period. Otherwise these students will be assessed late registration fees of $50.00.

Academic Regulations

Course Changes

Students may add, drop, or substitute courses without notation of change on their records during the Add/Drop Period—usually five days at the beginning of each semester. Students are academically as well as financially liable for all courses not officially dropped during the Add/Drop Period. To add/drop, a student should

- drop all courses using the Touch-Tone Registration System
- use the Touch-Tone Registration System to add most courses (refer to the Schedule of Courses Book)
- pick up an Add Form in the Registrar's Office to add specific courses (refer to the Schedule of Courses Booklet)

Course Withdrawal Option

After the Add/Drop Period, and within the published course withdrawal date, a student may withdraw from individual courses using the Touch-Tone Registration System. The grade of "W," given for withdrawn courses, will remain on the student's record but will not be calculated in the cumulative quality point average. To withdraw from a course a student must call the Touch-Tone Registration System after the end of the Add/Drop period and before the published course withdrawal deadline. Instructions and deadlines are listed on the Course Pass/Fail & Course Withdrawal Worksheet in the Schedule of Courses book, available each semester from the Registrar's Office.

Please note:

- Withdrawal from a course cannot be cancelled after the deadline.
- No refund is issued for course withdrawals.
- Failure to attend class does not constitute an automatic withdrawal.
- If the course a student wishes to withdraw from is a Continuing Education course, the student must contact the Division of Continuing Education directly at 617.287.7900 or visit the office in room 203 on the second floor of Wheatley Hall.
- Any student who does not complete the requirements for a course, who does not secure approval for a grade of "Inc" (Incomplete) in the course, and who does not withdraw from the course by following the withdrawal procedure described above, will receive a grade of "F" in that course at the end of the semester unless the instructor has submitted the grade of "NA" for the student during the third week of classes.

*Change of Major**

A student who has declared a major field and wishes to change it must obtain a "Change of Major" form from the Registrar's Office. The student must then consult with, and obtain the written approval of, the chairpersons of the former and new major departments, and return the completed form to the Registrar's Office.

Final Examination Schedule Changes

A student may have a final examination rescheduled if he or she has two examinations scheduled at the same time or three examinations scheduled on the same day. The student should request such a change from the instructors involved.

Inter-college Transfer

UMass Boston students wishing to transfer to another college within the University may obtain an Inter-College Transfer Application from the Registrar's Office. Notification of approval of the transfer and information regarding registration for courses for the following semester will come from the new college.

Applying for a Second UMass Boston Undergraduate Degree

UMass Boston students wishing to seek a second undergraduate degree from the University may obtain a Second Degree Application from the Registrar's Office. To apply for a second degree, submit this application form, with all college transcripts, to the Student Services Office of the college from which you wish to earn a second degree. Notification of approval will come from the college; course registration information will come from the Registrar's Office.

Grading

Letter Grades, Numerical Equivalents, and Cumulative Averages*

The University uses a system of letter grades which are equivalent to numerical "quality points" according to the following list:

Letter Grade	Quality Point Equivalent
A	4.00
A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75
D+	1.25
D	1.00
D-	0.75 minimum passing
F	0.00 fail
Inc	Incomplete
P	Passing, under Pass/Fail Option (see below)
Y	Interim grade in a declared year-long course
W	Withdrawn
NA	Not Attending

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses added to arrive at the student's cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours to obtain the grade point average.

*The Pass/Fail Option**

While working towards an undergraduate degree, a student may select one, but no more than one, course each semester, up to a maximum of eight, to be taken on a pass/fail basis. (Mandatory pass/fail courses are not counted toward this limit.) The grade of "P" will be given for a successfully completed Pass/Fail course; it will be included in credit toward graduation, but not in the cumulative grade point average. The grade of "F" will count as a failure. To enroll in a course on a pass/fail basis, a student must call the Touch-Tone Registration System after the end of the Add/Drop period and before the published pass/fail deadline. Instructions and deadlines are listed on the Course Pass/Fail & Course Withdrawal Worksheet in the course schedule book, available each semester from the Registrar's Office.

Academic Regulations

Please note that 1) a pass/fail selection cannot be cancelled after the published pass/fail deadline; 2) students should carefully check their college and major, department, or professional program requirements with respect to pass/fail courses before exercising the pass/fail option; and 3) if the selected course a student wishes to enroll in on a pass/fail basis is offered through the Division of Corporate, Continuing, and Distance Education, the student must contact the Division directly at 617.287.7900, or visit the office: room 203 on the second floor of Wheatley Hall.

The Not-Attending (NA) Grade

The Not-Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The faculty member has the option of submitting an NA grade by the third week of classes. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on his/her record. The NA grade has no effect on the student's cumulative grade point average, nor on a student's financial aid award package. Note: VA benefits may be affected. For more information contact the Office of Veterans Affairs at 617.287.5875.

*The Incomplete (Inc) Grade**

The incomplete (INC) grade is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. A student who would fail the course regardless of the missing work will not receive an incomplete, but will fail the course.

A student wishing to receive the INC grade must obtain the instructor's permission and must fill out the "Grade Incomplete" form, available from the appropriate departmental office. A student receiving the grade of Incomplete is allowed one full year in which to complete the course. The new grade must be submitted to the Registrar's Office by the grading deadline for that semester, i.e., by the end of the next fall semester for fall incompletes; by the end of the next spring semester for spring incompletes. The grade for any course not completed by this deadline will be converted to the grade of "F", and the student will not be allowed to complete the course.

*Failed Courses**

A failed course required for a degree must be repeated within the time limit established. If it is repeated and passed, the original failure will not be computed in the cumulative average, although it will remain on the student's record.

*Repeated Courses**

A student may repeat any course, provided the student has not taken and passed a more advanced course in a sequence for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average. Each UMass Boston undergraduate may exercise the option of repeating courses four times in his or her undergraduate career. An exception: A course offered in sequence with others cannot be repeated out of sequence. For example, if you have completed SPAN 101 and 102, you cannot repeat SPAN 101.

Regulations Governing Academic Standing

Academic Warning

Each degree-seeking student must meet the following minimum retention standards:

Credits	minimum cumulative g.p.a.
1-15	1.50
15-30	1.65
31-45	1.75
46-59	1.90
60 and above	2.00

A student is in good standing if he or she maintains a cumulative average of 2.0 or higher.

A student whose cumulative average falls below 2.0 but is still at or above the required minimum retention standard will receive a warning, printed in an obvious place on the grade report. A description of retention standards will be included with the grade report.

Probation

At the end of the first semester in which a student does not meet the required minimum cumulative average, he or she will be placed on probation. A letter will be sent with the grade report informing the student of his or her probationary status and strongly urging consultation with the student's advisor to review the forthcoming semester's program. While on academic probation, a student shall not be eligible to hold office in any recognized student organization, to represent the University in any sense on or off campus, or to participate in any intercollegiate athletic teams.

Suspension

The student who does not meet the required minimum cumulative average for the second semester will be suspended for one semester. The student may apply for readmission through the appropriate authority after one semester. The readmitting body may set conditions on the student's schedule and shall set standards for retention. A student who has achieved a semester average of at least 2.0 for the semester immediately preceding suspension may appeal for an additional probationary period. The appeal authority may set conditions for granting the appeal. If the student does not meet the conditions, suspension will automatically follow.

Dismissal

A student who, subsequent to suspension and readmission, does not meet the retention standards set by the readmitting body shall be dismissed. A student who has been dismissed may appeal for readmission after one year.

A student who is suspended or dismissed may not enroll as a non-degree student and may not take continuing education or summer session courses.

Students who fail to meet the retention standards and are suspended or dismissed for that reason must be notified of their suspension or dismissal prior to the beginning of the semester or they will be allowed to complete that semester.

Note: These minimum retention standards may be subject to more restrictive collegiate, program, or school policy. They do not apply where the cumulative grade point average is not tabulated.

Academic Regulations

Voluntary Withdrawal

Students may withdraw from the University before the last day of classes of a semester, although the effective date of withdrawal is that on which all forms are completed, signed and returned to the Office of the Registrar. Students withdrawing receive a "W" for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of "F" for all courses at the end of the term. To withdraw from the University, a student must do the following:

- consult with a member of the Dean's or Program Director's advising staff, who will provide and sign a withdrawal form;
- receive clearance from any University office in which financial charges have been accrued. These offices may be the library, the Health Service Office, the Bursar's Office, the Office of the Dean of Student Affairs, the Office of Financial Aid Services, the bookstore, and the science laboratories.

Readmission to the University

Students who leave the University in good standing may resume their studies by obtaining a readmission form from the Office of the Registrar, completing it, and returning it to that Office, with a readmission fee of $25.00 in a check or money order made payable to the University of Massachusetts Boston. They will be notified in writing of their readmission status.

Students who have been dismissed from the University and wish to resume their education should pick up and complete a readmission form from the Office of the Registrar, write a letter of appeal addressed to the Standards and Credits Committee of their college or program and make an appointment for an interview with a member of the advising staff of their college or program.

All previous course work at the University remains part of the permanent record for students who have been readmitted, and the cumulative average includes all prior grades, regardless of how much time elapsed between enrollments.

Deadlines for Receipt of Readmission Forms

Students wishing to re-enter the University in the fall semester must have their readmission forms received by June 1, and in the spring semester by November 1. After these dates, readmission will be permitted only upon the availability of space.

Leave of Absence

Degree-seeking (matriculated) students intending to complete a degree at UMass Boston may take a leave of absence from the University for one or more semesters. They may request such a leave at any point during a semester before the last day of classes. Students taking a leave of absence receive a "W" for each course in which they are enrolled.

Please note: Re-enrollment after a leave of absence is automatic, but students resuming their studies must obtain forms from the Office of the Registrar and complete them by June 1 for fall term resumption and November 1 for spring term resumption. There is a $25.00 re-enrollment fee.

Certificate Students

Certificate students are subject to the same regulations on academic standing as matriculated students.

*Non-degree Students**

Non-degree students are subject to the following minimum retention standards:

Sum of UMass Boston Credits	Minimum Required Cumulative Average
1-11	1.75
12 and above	2.00

A non-degree student who does not meet these retention standards shall be dismissed. Non-degree students wishing to appeal a dismissal must do so through the Registrar's Office.

ACADEMIC STANDARDS, CHEATING, AND PLAGIARISM

University Policy on Academic Standards and Cheating

The first obligation of students is to pursue conscientiously the academic objective which they have determined for themselves. Students are expected to conform to all regulations of the University, of the College in which they are enrolled, and of the classes in which they are registered. It is further expected that all examinations, tests, written papers or other assignments completed as a part of academic programs are the product of the student's own work and effort.

This means that students may not solicit or use unauthorized material or assistance for their own benefit and may not offer or give such assistance to another student. Every written report or similar class assignment must indicate fully the sources from which the information used is obtained, and any verbatim quotations or paraphrases must be clearly indicated as such and properly credited to the source from which they were extracted or adapted.

Academic dishonesty may also involve cheating or plagiarism. Cheating is defined as the use of illegal techniques (slips, copying, signs, etc.) to convey or receive answers during examinations. Plagiarism is described and defined in the section below.

University Statement on Plagiarism and the Documentation of Written Work

The honest documentation of the student's written work is absolutely essential. The faculty of UMass Boston expects each student's papers to derive from the student whose name appears on them. The student who submits a paper which derives from unacknowledged sources plagiarizes by representing as her or his own the words and ideas of others. Every student, therefore, has a serious obligation to her or himself and to the University to acknowledge any joint work in the laboratory or in outside investigation. She or he must respond to examination questions on the basis of her or his own effort. Because ignorance does not excuse any violation of this basic principle—that derived writing must be clearly acknowledged—the faculty has adopted the following guidelines regarding documentation.

1. In writing themes, essays, and term papers for her or his courses at UMass Boston, the student should strive to say what she or he has to say in her or his own words. She or he should carefully avoid repeating words and phrases taken from books and articles written by other people, or from internet sources.

   It is often quite proper, however, to summarize or paraphrase what someone else has written on a given subject, but the student must put the summary or paraphrase in her or his own words.

   The student not only should strive to put in smooth language of her or his own what someone else has written, but must also give full credit in her or his text of the writer whose ideas she or he is summarizing. Phrases like "according to Joan Smith" and "Joan Smith says" should always accompany a summary or paraphrase of another writer's material. And in text or in a footnote the exact source (title of book or internet article), as well as author, date, and place of publication, and the page or pages from which the summary is taken) should be given.

   In general, footnotes are unnecessary in short papers dealing with a single work and not deriving from a variety of sources. The student is frequently required to discuss single works in her or his themes, and in such cases it is economical and convenient to dispense with a complicated documentary apparatus and to record page numbers in parentheses in the body of the paper.

   It is not necessary to document specific facts which are common knowledge. But facts and opinions which are new discoveries by the student's sources, or debatable matters for which the student's source is taking responsibility, must always be documented.

2. On occasion the student may find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others.

   The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in the original passage. More specifically, the omission of words from a quoted passage must be indicated by three dots (...), but any punctuation contained in the original must be given in addition to the three dots (...). Any words inserted by the student into a quoted passage, by way of omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original must also be indicated with square brackets: italics mine. When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. The following principle governs documentation in general: The reader should know what material belongs to the author of the paper and what material belongs to her or his sources.

3. There remain some questions related to documentation standards and these should be considered briefly.

   One source of confusion in the documentation of written work is the degree to which a student may be responsible for acknowledging those ideas which have developed from conversation or class discussion. Here good sense and honesty are the criteria, and the student must decide how to conduct her or himself with self-respect. Any student in doubt about the independence of what she or he is writing would be wise to indicate briefly that the ideas are not her or his own. Phrases like "one of my classmates suggests" or "the conclusion reached in class was" are usually adequate for this purpose.

   Again, the student may sometimes ask a typist to prepare a final copy of her or his paper, but the faculty expects that the typist has done nothing whatever materially to change the paper as written by the student. Such papers, like those the student herself or himself types, deserve careful proofreading to insure that the paper represents her or his independent work and that the copy is free of mechanical errors. Again, a student sometimes wishes to submit the same paper in two separate courses. Because it is dishonest to represent such a paper as one designed for one course alone, the student should seek the permission and approval of the instructor in each course.

4. Although scholars have agreed upon certain conventions for documentation, many of which have been discussed above, the student must decide for herself or himself the frequency and extent of documentation. She or he has, therefore, a great responsibility.

Academic Standards, Cheating, and Plagiarism

She or he should document when in doubt and make unequivocally clear the distinction between what belongs to herself or himself and what belongs to others. Plagiarism may take many forms: presenting passages from the works of others as works of one's own, the unacknowledged paraphrasing of ideas developed by another, the creation of a patchwork of phrases and ideas, often from several sources, and the uncredited use of a strikingly appropriate term resulting from another's ingenuity (as, for instance, David Riesman's term 'unmerry emulative chase' in reference to American social pressures). All of these uses are dishonest. Indeed, plagiarism is a serious offense and may be attended by severe penalties, including expulsion from the University.

Term paper corporations are illegal enterprises in the Commonwealth of Massachusetts. A person convicted of selling term papers, theses, or research papers intended to be used for academic credit may be fined not more than $100 or imprisoned for not more than six months or both.

The same penalties apply for persons convicted of taking an examination or examinations for another at an educational institution.

Students suspected of cheating and/or plagiarism will be subject to University policies, procedures and sanctions as described in the "Code of Student Conduct," found under "Student Rights and Responsibilities" in this section.

ADMINISTRATIVE WITHDRAWAL AND REINSTATEMENT

A student may be administratively withdrawn from the University, if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

I. Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal.

A. Failure to comply with administrative requirements, specifically:

1. Failure by a student to satisfy an overdue financial obligation to the University, consisting of tuition, loans, library charges, or other student charges, including orientation, student activities, health services, child care, and other such fees as may be established from time to time.
2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

B. Forgery, fraud, or falsification of information on any official University form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

C. Certified physical health or mental problems of a hazardous nature.

II. Effects of Administrative Withdrawal

If administratively withdrawn, a student shall:

A. cease to be enrolled and shall not be allowed to complete the current semester or to register for future semesters;

B. return his or her identification card and any and all other property belonging to the University currently in his or her possession;

C. receive no further material or notification from the Office of the Registrar concerning University affairs.

III. Procedures for Implementing Administrative Withdrawal

A. Procedures to be applied to cases brought under the conditions of Section I.A.

1. The appropriate administrative official may recommend to the Office of the Registrar that a student be administratively withdrawn from the University.
2. The administrative official shall make his or her recommendation in writing to the Office of the Registrar, detailing his or her compliance with the following requirements:
   a. The recommendation must be based on one of the grounds set forth in Section I.A.
   b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.
   c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.
3. If the Registrar is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, he or she shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Director. The Director shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.
4. If the student does not request a hearing with the Director or take action satisfactory to the Director to resolve the matter within the time allotted in paragraph 3 of this section, the Director shall administratively withdraw the student from the University no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
5. If a student requests a hearing within the time allotted in paragraph 3 of this section, the Director shall schedule a hearing at the earliest practicable date. If the Director decides in favor of the administrative withdrawal, the Director shall forthwith withdraw the student.

B. Procedures to be applied to cases brought under conditions B and C of Section I.

Administrative Withdrawal and Reinstatement

1. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the University.

   The administrative official shall make his or her recommendation in writing to the Administrative Withdrawal Review Committee detailing his or her compliance with the following requirements:
   a. The recommendation must be based on one of the grounds set forth in Section I.B or C;
   b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;
   c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.
2. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, it shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.
3. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph 3 of this section, the Committee shall instruct the Registrar to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
4. If a student requests a hearing with the Committee within the time allotted in paragraph 3 of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether facts exist which warrant administrative withdrawal under Section I.B or C. If the committee decides in favor of administrative withdrawal it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.
6. The student may appeal a decision by the Committee in favor of withdrawal to the Dean of Students within seven calendar days of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the Committee shall instruct the Registrar to withdraw the student. If the student does appeal to the Dean of Students within the time allotted, the Dean shall schedule an appointment at the earliest practicable date and at that time shall confer with the student, accompanied by counsel if the student so wishes, regarding the Committee's finding, decision, and determination of reinstatement conditions. If the Dean affirms the Committee's decision, he or she shall notify the student of his or her decision, and instruct the Registrar to withdraw the student. On appeal from the student, the Dean of Students may modify the reinstatement conditions.

IV. Reinstatement

A. Reinstatement from administrative withdrawal brought under the conditions of Section I.A.

   1. Any student who has been administratively withdrawn under Section I.A may make arrangements with the Registrar for the resolution of the matter. Upon such a resolution satisfactory with the Director, the Director shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he or she was withdrawn shall be made by the instructor for each course involved.
   2. A student who fails to resolve the matter in the semester during which he or she is withdrawn can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the University's withdrawal of the student.

B. Reinstatement from administrative withdrawal brought under conditions B or C of Section I.

   Any student who has been administratively withdrawn under conditions B or C shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Dean of Students where the Dean has changed reinstatement conditions appealed by the student.

V. Administrative Withdrawal Review Committee

The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Registrar shall not be a member of said Committee except that the Director shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

STUDENT RIGHTS AND RESPONSIBILITIES

The University of Massachusetts Boston recognizes its responsibility to provide students with clear and accurate information about what is expected of them, and what their rights are, as students at UMass Boston. The documents published here should help to provide such information. The most complete source is the Student Handbook, available from the University Advising Center or from the Office of the Dean of Student Affairs. Students seeking further clarification or discussion are encouraged to contact that office at 287.5800. The web site is www.umb.edu/administration/student_affairs/.

Code of Student Conduct

I Preamble

A. This Code of Student Conduct is applicable to any student enrolled in or accepted for any course or academic program, regardless of credits or competencies carried, at the University of Massachusetts Boston. Students who violate these or other regulations shall be subject to disciplinary action and the procedures described herein. These regulations are set forth to give students general notice of prohibited conduct; they should not be regarded as an exhaustive definition of misconduct or construed as a contract between the student and the University. The University reserves the right to take disciplinary action as set forth in the Code for the conduct of its students off-campus when such conduct constitutes misconduct, as defined in this code, and is serious in nature. The University reserves the right to amend any provision of this Code with appropriate notice to the campus community.

B. This Code is independent of any proceeding in civil or criminal law in which a student may also be held accountable. Disciplinary action at the University should ordinarily proceed despite the pendency of any other civil or criminal proceedings, and shall not be subject to dismissal solely because of the result of any such proceeding.

C. A student charged with misconduct under this Code shall have the rights of appeal provided herein. No sanction imposed under this Code shall be subject to a grievance or appeal under any other University procedure.

II Academic Dishonesty

The University defines academic dishonesty to include, but not be limited to, the following infractions:

A. Submitting an author's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author. This includes, but is not limited to, submitting unattributed published work, e.g. material from a journal, newspaper, encyclopedia, etc. without proper acknowledgement.

B. Submitting as one's original work materials obtained from an individual or agency.

C. Submitting as one's own original work material that has been produced through unacknowledged collaboration with others.

D. Using any unauthorized material during an examination, such as notes, tests, calculators, etc.

E. Obtaining answers to examination questions from another person with or without that person's knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.

F. Submitting as one's own an examination taken by another person; or taking an examination in another person's place.

G. Gaining or seeking to gain unauthorized access to the computer files of a student or faculty member, or staff member, or altering or destroying those files.

III Misconduct

The University defines violations of proper conduct to include, but not to be limited to, the following:

A. Forgery, alteration, misuse, or destruction of or unauthorized access to official University records, documents, forms, or identification cards.

B. Furnishing of false or incomplete information to the University.

C. Disruptive conduct, such as any attempt to impair, interfere with, or obstruct the orderly operations of the University community, including:

1. Obstruction or disruption of teaching, research, or other academic or administrative activities.
2. Violence, threats of violence, disorderly, lewd, or indecent conduct on University property or at University-sponsored or supervised function.
3. Trespass or unauthorized entry.
4. Unlawful assembly on University property or at a University-sponsored or supervised function.

D. Theft of or damage to University property or the property of others on the University premises.

E. Possession or use on University property or at a University-sponsored or supervised function of firearms or other weapons, fireworks, or chemicals of a dangerous or explosive nature, except as specifically authorized by the Department of Public Safety.

F. Manufacture, or attempted manufacture, or use, possession or distribution of narcotic or dangerous drugs or controlled substances, including but not limited to marijuana and lysergic acid diethylamide (LSD), except as expressly permitted by law. Please note: Conduct which is in violation of this code and which may have been influenced by the use of drugs or alcohol shall not in any way limit the responsibility of the student for the consequences of his/her actions.

G. Violation of campus policies on alcohol and other drug use.

H. Smoking or carrying lighted cigarettes, cigars, or pipes in areas posted against smoking.

I. Unauthorized possession, use, distribution, or duplication of any key or keys issued for a University building, laboratory, room, or facility.

J. Failure to comply with directives of University officials or other public officials acting in the performance of their duties. Directives must be lawful and conform to University policy and may not abridge the rights of directed individuals. Also, officials must identify themselves prior to initiating said directives to all parties involved.

K. Hazing—defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person as set out in Massachusetts General Law c.269 section 17 & 18.

L. Use of the University Internet/Vax accounts for criminal or unauthorized purposes.

Student Rights and Responsibilities

M. Violation of University Policy on Sexual Offense: Unwanted sexual conduct including but not limited to a sexual offense and/or rape. A sexual offense may include, but is not limited to, any sexual act directed against another person, forcibly and/or against that person's will; or where the victim is incapable of giving consent.

Given the seriousness of sexual offense complaints and the legal obligations of the University concerning such complaints, the following options may be exercised.

1. Any student or any member of the University community who believes (s)he is the victim of a sexual offense on campus, should report the offense as soon as possible to the Department of Public Safety. The Department of Public Safety provides specialized training to a number of officers, enabling them to deal in a sensitive and effective way with victims of sexual assault. The Department will assist a student who believes (s)he is the victim of a sexual offense in notifying the appropriate law enforcement agencies if the student requests the assistance of such agencies. By law, the identity of sexual offense victims is kept confidential.
2. Victims may also pursue a complaint of sexual offense under the Code of Student Conduct. To pursue a complaint of sexual offense through the Code of Student Conduct, the complaint should be filed with the Student Affairs designee, as are all other complaints concerning violations of the Code of Conduct.
3. The following procedures, as well as those outlined in the Code of Student Conduct will be followed.
   a. The Student Affairs Designee will ensure that both the accused and victim of an alleged sexual offense have the right to advocates at each step of the process. As specified in the procedures on handling student misconduct, the student ...shall have the right to be accompanied...by a member of the University community of his/her choice (except legal counsel) to act as an advocate on the student's behalf. However, a student charged with conduct that is also the subject of pending criminal proceedings shall have the right to the presence of legal counsel for advice. This right shall NOT include the participation of counsel. This right to have an attorney present will also apply when, in the judgment of the Student Affairs designee, it appears likely that such charges will be filed. In either case, a student who elects to be accompanied by an attorney shall be required to give advance notice to the Discipline and Grievance Committee.
   b. The Student Affairs designee may, if it is considered necessary, provide a change of the victim's academic situation after receiving a complaint about an alleged sexual offense.
   c. Both the accused and the accuser shall be advised of the findings at each step of the process involving the adjudication of a misconduct complaint.
4. Sanctions for students found to have committed a sexual offense are those outlined for other types of misconduct up to and including expulsion from the University.

IV Procedures

A. Academic Dishonesty

1. A faculty member who suspects a student of academic dishonesty must inform the student in writing of that fact within ten business days after the discovery of the alleged violation. A copy of this letter must be sent to the Office of the Dean of Student Affairs or his/her designee as well as the chairperson or graduate program director of the faculty member's department. Having been informed of alleged academic dishonesty, the student has the right to have a member of the UMass Boston community of his/her choice (except legal counsel) present in all proceedings to act as an advocate on his/her behalf. The faculty member shall offer to meet with the student to discuss the case. No longer than ten business days after informing the student of the alleged infraction, the faculty member may impose the penalties (see Section V, A) for academic dishonesty. If the faculty member has not imposed a penalty within ten business days after having informed the student, the charges shall be considered dismissed.
2. Within ten school days after the imposition of sanction(s), the student may submit an appeal in writing to the faculty member's departmental chair, program head, or graduate program director (GPD). The chair/program head should consult with the faculty member and the student to resolve the matter. If the problem is not resolved through consultation the student may request a hearing before the departmental chair, program head, or GPD. The student shall have the right to be accompanied at such hearing by a member of the University of his/her choice (except legal counsel) to act as an advocate on the student's behalf. If the student wishes to have an advocate from the University community but is unable to obtain one, the Student Affairs designee shall assist the student in finding an advocate. The student (or advocate) shall have the right to present evidence and witnesses and to question other witnesses. Formal rules of evidence shall not be observed; any evidence having reasonably probative value as to a relevant fact may be admitted. No longer than ten business days after the hearing, the chair/program head shall make findings of fact and shall uphold or recommend modifications of the faculty member's decision, but may not him/herself reverse or modify that decision.
3. Within ten business days after the chair/program head's action, the student may submit an appeal in writing to the dean or administrative head of the faculty member's college or other administrative unit.The dean/administrative unit head is encouraged to consult with the chair/ program head, faculty member, and student. No longer than fifteen business days after the request for an appeal, the dean/administrative unit head shall uphold, reverse, or modify the decision of the faculty member. Such modifications may include the imposition of penalties beyond those within the faculty member's purview, including any of the penalties for misconduct (see Section V, B).

Student Rights and Responsibilities

4. Within ten business days after the dean/administrative unit head's action, the student may submit an appeal in writing to the Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs will instruct the Discipline and Grievance Committee to conduct an investigation of the case and to report its findings to him/her within thirty business days after the request for an appeal. In hearing cases of alleged academic dishonesty, the Discipline and Grievance Committee will consist of no more than six members, a majority of whom will be faculty and two of whom will be students. The Vice Chancellor of Academic Affairs shall appoint a member of the Committee to serve as the Chair. No longer than fifteen business days after the report of the Discipline and Grievance Committee, the Vice Chancellor for Academic Affairs shall uphold, reverse, or modify the dean/administrative unit head's decision. Such modifications may include any of the penalties for misconduct (see Section V, B).
5. Within ten business days after the Vice Chancellor for Academic Affairs' action, the student may submit an appeal in writing to the Chancellor. No longer than twenty business days after the request for an appeal, the Chancellor shall uphold, reverse, or modify the Vice Chancellor for Academic Affairs' decision. Such modifications may include any of the penalties for misconduct (see Section V, B). The decision of the Chancellor shall constitute final University disposition of the matter.
6. Failure of the relevant official to render a decision on any appeal submitted pursuant to paragraphs 2 through 5 within the time limits set forth therein shall be considered an affirmation of the penalty and the student shall thereupon be entitled to proceed to the next level of appeal, if any. In no case, however, shall a student's appeal proceed through two consecutive levels without a decision being rendered by the relevant University official.

B. Student Misconduct

1. All cases of alleged student misconduct shall be referred in writing to the Division of Student Affairs and assigned to the Student Affairs designee. Any member of the University of Massachusetts Boston community may refer alleged student misconduct to the Student Affairs designee. Any charges concerning alleged student misconduct must be referred in writing to the Student Affairs designee within one hundred and twenty (120) days of the occurrence of the incident. The parties may extend all other time limitations in these procedures by mutual agreement.
2. Within ten business days of the initial referral, the Student Affairs designee will give written notice to the student accused of misconduct of the charges being brought. This notice should include a description of the acts complained of, the time and place if known, and the person who brought the charges. The Student Affairs designee shall also inform the student accused of misconduct that an investigation of the accusation(s) will be conducted, and provide that student a copy of the Code of Student Conduct.
3. Within ten business days of informing the student accused of misconduct, the Student Affairs designee shall commence an investigation of the accusation(s). This investigation may include interviews with the person(s) making the accusation, the student(s) accused of misconduct, and other relevant parties who may have knowledge concerning the accusation. Failure by any student to cooperate with the investigation of the Student Affairs designee, by failing to meet with the Student Affairs designee, or any attempt by a student to impede the investigation is, in itself, a violation of the Code of Student Conduct and may lead to sanctions.
4. Within five business days following the conclusion of the investigation, the Student Affairs designee shall make a finding concerning the accusation and inform the student accused of misconduct of that finding. The Student Affairs designee may issue a finding of:
   a. RESPONSIBLE to the person(s) alleging the misconduct. In this case the Student Affairs designee may impose appropriate sanctions listed upon the student committing the misconduct. The Student Affairs designee may also impose additional requirements on the student as (s)he sees fit and as are relevant to the specific violation of the Code of Student Conduct.
   b. NOT RESPONSIBLE to the student against whom the accusation has been made. In this case no sanctions will be imposed and the case shall be closed.
5. Appeal: the student accused of the misconduct has the right to appeal this finding. Within ten business days of receipt of written notice of the decision, the accused student may request a formal hearing before the Discipline and Grievance Committee. Within five (5) business days of the receipt of the request for a hearing, the student will be informed that the request for a hearing has been received. The student will be sent a copy of the procedures by which the hearing will be conducted. In hearing cases of alleged misconduct, the Discipline and Grievance Committee will consist of no more than five members, at least two (2) of whom will be faculty and at least two (2) of whom will be students. The Discipline and Grievance Committee will be chosen by the Student Affairs designee from a pool of faculty, staff and students who have agreed to hear cases of misconduct. The student nominees for this pool will have been chosen by the SGA and GSA. The Student Affairs designee reserves the right to ask for additional nominees so that the pool may reflect the profile of the campus community.
6. No longer than fifteen (15) business days following the request of a formal hearing, the Discipline and Grievance Committee shall hold this hearing. The Discipline and Grievance Committee shall have the right to question the student who is making the accusation, the student against whom the accusation is made, and any other persons the Committee considers relevant. The student accused of misconduct shall

Student Rights and Responsibilities

have the right to be accompanied at the hearing by a member of the University community of his/her choice (except legal counsel) to act as an advocate on the student's behalf. (However, a student charged with conduct that is also the subject of pending criminal proceedings shall in any hearing have the right to the presence of legal counsel for advice; this right shall not include participation of counsel in the hearing. The right of having an attorney present will also apply when, in the judgement of the Student Affairs designee, it appears likely that criminal charges will be filed. In either case, a student who will be accompanied by an attorney shall be required to give advance notice to the Discipline and Grievance Committee). The student (or advocate) shall have the right to present evidence and witnesses and to question other witnesses. Formal rules of evidence shall not be observed; any evidence having reasonably probative value as to a relevant fact may be admitted. This decision shall be made by the Chair of the Committee whose decision shall be final. Failure by any student to cooperate in the hearing process, or any attempt by a student to impede or disrupt the hearing process is, in itself, a violation of the Code of Student Conduct and may lead to the sanctions outlined below. The hearing will be closed to all persons other than those invited by the Chair of the Discipline and Grievance Committee. The hearing will be taped by the Chair of the Discipline and Grievance Committee. The tape shall be kept by the Student Affairs designee. All parties shall be informed that the hearing will be taped. All information, both verbal and written, exchanged in the hearing shall be confidential, subject to applicable provisions of the Fair Information Practices Regulations of the University and applicable state and federal laws.

7. No longer than ten business days following the conclusion of the hearing, the Discipline and Grievance Committee shall issue its finding and inform the student accused of the misconduct of that finding. The Discipline and Grievance Committee may:
   a. Uphold the decision and imposed sanction(s)
   b. Uphold the findings but impose different sanction(s).
   c. Find in favor of the student and the case shall be closed. The finding of the Committee will be determined by a majority vote of the members. All members are required to vote; no abstentions will be permitted.
8. Appeal: The student accused of the misconduct may submit an appeal in writing to the Dean of Students. This appeal must be filed within ten business days after the student has been notified of the finding of the Discipline and Grievance Committee. The Dean of Students shall review the facts of the case and, if he deems it necessary, conduct a further investigation. Failure by any student to cooperate with this investigation, or any attempt by a student to impede this investigation is, in itself, a violation of the Code of Student Conduct and may lead to sanctions outlined below. Within twenty business days after receipt of the appeal by the student accused of the misconduct, the Dean of Students shall issue his/her finding and inform the student(s) of that finding. The Dean of Students may:
   a. Uphold the finding and the imposed sanction of the Discipline and Grievance Committee.
   b. Uphold the finding of the Discipline and Grievance Committee but impose a different sanction.
   c. Find in favor of the accused student and the case shall be closed.
9. Should the Dean of Students find that misconduct has occurred, the student accused of the misconduct may submit an appeal in writing to the Chancellor. This appeal must be filed within ten (10) business days after the student has been notified of the finding of the Dean of Students. Any graduate or undergraduate student who has been given a penalty of expulsion or suspension from the University for more than ten days shall have the right, at the student's expense, to have the appeal statement drafted by an attorney. No longer than twenty business days after the request for an appeal, the Chancellor shall uphold, reverse or modify the Dean of Students' finding. The decision of the Chancellor shall constitute the final University disposition of the matter.

V Sanctions

A. *Academic Dishonesty:* Sanctions to be imposed by faculty members shall be one or more of the following:
   1. Failure in the assignment in which the infraction occurred.
   2. Failure in the course or failure in the certification of a competency in which the infraction occurred.
   3. Additional sanctions: the faculty member, in cases in which academic dishonesty has been repeated, or is of an especially serious nature, may recommend to his/her dean/administrative unit head the imposition of additional penalties including those for misconduct. (see Section V, B).

B. Student Misconduct: Disciplinary Sanctions which may be imposed shall be one or more of the following:
   1. Oral Admonition: The lightest form of disciplinary action.
   2. Disciplinary Reprimand: An official written notice to a student that his/her conduct is in violation of University rules or regulations and will not be tolerated.
   3. Disciplinary Probation: A more severe sanction than a reprimand. For the duration of a stated probationary period, the student must demonstrate willingness to comply with University rules or regulations or other stipulated conditions or requirements, which may include (but are not limited to) forfeiture of the privilege of participation in club or team activities or other University-based extracurricular activities.
   4. Suspension from the University: Withdrawal from all divisions of the University and premises for a period of time no shorter than the remainder of the semester in progress at the time the sanction is imposed. The suspension period will be stated in writing at the time of its imposition. The student may not enter University premises without seeking prior approval from the Dean of Students or designee, who in turn will notify Campus Police in writing.

Student Rights and Responsibilities

5. Expulsion from the University: Permanent separation from the University. An expelled student may not be readmitted to any of the University's academic units.
6. Restitution: The assessment of financial charges or other forms of recompense for any damage or loss incurred by the University or any members of the University community.
7. The Student Affairs Designee, Dean of Students, or Chancellor when appropriate may require the student to seek counseling as a condition of avoiding suspension or expulsion from the University. The case may also be referred to state or federal authorities.

   Special note: In any instance where the continued presence of an individual on campus may pose a threat to his/her own well-being or to the rights or property of the University community, the Student Affairs designee may impose an interim suspension. This action is designed to prohibit the presence of the student on campus until the case can be resolved in accordance with prescribed campus procedures. This interim suspension is not entered on a student's record and does not affect the student's status except as described above.

Student Grievance Procedure

The University's grievance procedure for undergraduates is less formal than the Code of Student Conduct. Students who wish to register a grievance may directly contact the Office of the Dean of Student Affairs.

Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act

The Cleary Act mandates that certain crime statistics be reported on an annual basis, and that certain security policies be published at the same time.

The full report required under the Cleary Act contains required crime statistics for a three-year period, as well as specific policies relating to drugs, alcohol, sexual offenses, facilities access, reporting of crimes, and the authority of UMass Boston Police. A text-only version, which may be downloaded or printed, may be found at the following web address: http://www.publicsafety.umb.edu/text/main/clearyact.htm

The report may also be requested in printed form from UMass Boston's Department of Public Safety.

Student Right to Review University Records (The Family Educational Rights and Privacy Act of 1974)

In accordance with Public Law 93-98, the University wishes to inform all UMass Boston students of their rights to review their educational records on file at the University.

The Family Educational Rights and Privacy Act (FERPA) of 1974 sets forth requirements designed to protect the privacy of parents and students with regard to access, review, or release of records maintained by educational institutions.

The Act permits current or former students to review and seek to amend the following documents: permanent academic record, admissions, financial, placement, veteran's counseling, advising and disciplinary records.

Access to these records may also be granted to faculty and staff, parents of a student listed as a dependent on current Federal Income Tax returns, authorized federal or state officials auditing educational programs, and accreditation associations and records created or maintained by campus law enforcement units for law enforcement purposes.

The following records may not be examined: parents' financial records; medical, psychiatric, or psychological records; personal files of faculty or administrative personnel; law enforcement records held by law enforcement officials.

Directory information may be released to third parties without the written consent of the student, provided the student has been given the opportunity to withhold all such disclosure. Directory information may include the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, most recent previous school attended, class schedule, class rosters, participation in recognized activities or athletics, height and weight of athletes and degrees and awards conferred.

Procedure for gaining access to records: a request by a student for access to a record is made in writing to the office that maintains that record. Within 45 days the office must inform the student when the record will be available. Every office is also obliged to tell students, at their request, who else has had access to the record and why.

The academic record is the only permanent record and is maintained in perpetuity. The University Health Service retains medical records for 30 years. Admissions records for all applicants must be held for three years.

If a student requests a copy of any part of his or her education record, either for personal use or for release to a third party, the student shall incur the cost of copying not to exceed $5.00.

Any questions and/or challenges concerning these matters should be addressed to the Office of the Dean of Student Affairs, Third Floor, Quinn Administration Building.

Student Rights and Responsibilities in Connection with Financial Aid

1. Students are expected to be prompt in applying for aid and in ensuring that support documentation is forwarded in a timely manner to the Office of Financial Aid Services. It is strongly suggested that students plan early.
2. Each student has a right to expect confidentiality and professionalism in the handling of his or her application for financial aid. This right is carefully protected by the staff of the Office of Financial Aid Services.
3. All students have the right to see all materials held in their folders within the Office of Financial Aid Services (the exception is the parent's confidential financial information, if the parent(s) or guardian(s) have specifically prohibited disclosure to the student). To do this, a student must meet with a Financial Aid Counselor. Members of the Office of Financial Aid Services staff, in exercising their responsibilities, also have the right to see a student applicant's folder. No other person has this right.
4. Every student has a right to a timely review and award notice, assuming the student has met the stated deadlines and requirements of the Office of Financial Aid Services.
5. Every student has the right to review his or her case with a professional counselor in the Office of Financial Aid Services.
6. If a student, after such review, remains unsatisfied with the analysis of need and the award of aid, he or she has the right to appeal to the Director of Financial Aid Services, the Financial Aid Advisory Committee, and ultimately the Associate Chancellor for Enrollment Services and University Communications.

Student Rights and Responsibilities

7. It is the responsibility of students and parents to provide all data requested, honestly and completely. Falsification of records or withholding of information pertinent to a decision about aid may result in University action or, in cases where federal funds are extended, in penalties of law.
8. It is the responsibility of students to read all information carefully and completely, and to comply with the stated instructions at all times. Failure to do so will delay awards and may cause students to lose awards.
9. Every student is expected to comply with all laws and policies governing aid. This is particularly important in the area of academic enrollment: a fully-aided undergraduate student is expected to carry no fewer than twelve credit hours, or the equivalent, and a fully-aided graduate student is expected to carry no fewer than nine credit hours, or the equivalent. Each student is expected to attend classes and progress satisfactorily toward his or her degree.

All students must present their UMass Boston identification cards when picking up checks, obtaining confidential information, and keeping appointments with financial aid counselors. There will be no exceptions to this policy.

Student Right to Excused Absence Because of Religious Belief

An Act Excusing the Absence of Students for Their Religious Beliefs

In accordance with Chapter 151C, Section 2B of the General Laws of Massachusetts, the University wishes to inform students of their rights under this legislative provision of the Commonwealth of Massachusetts. This section states: Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study, or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing herself or himself of the provisions of this section.

Policies on the Protection of Humans as Subjects and Institutional Animal Care and Use

All research and similar activities conducted in the name of the University of Massachusetts Boston must comply with the federal rules and regulations of the Office for Protection from Research Risks of the National Institutes of Health. The university has an institutional policy on the protection of humans as experimental subjects as well as a policy on the care and use of animals in research. These policies are overseen by the university's Institutional Review Board; copies can be obtained from the Office of Sponsored Projects.

University Policies on Intolerance, Affirmative Action, Hazing, and Sexual Harassment

Intolerance

Resolution in Support of Pluralism

The Board of Trustees affirms its commitment to maintaining an academic environment which fosters pluralism, mutual respect, appreciation of divergent views, and awareness of the importance of individuals' rights. To this end, we reassert the importance of civility and the valuable contribution that diversity in race, ethnicity, religion and culture brings to the University community, and therefore we strongly encourage and support racial, ethnic, cultural and religious pluralism.

Policy Against Intolerance

The Board of Trustees denounces intolerance, particularly that based on ethnicity, culture, religion, race, or sexual orientation which interferes with those rights guaranteed by law, and insists that such conduct has no place in a community of learning. We also recognize the obligation of the University to protect the rights of free inquiry and expression, and nothing in the Resolution in Support of Pluralism or the Policy Against Intolerance shall be construed or applied so as to abridge the exercise of rights under the Constitution of the United States and other Federal and State Laws.

Affirmative Action

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and other applicable Federal and State laws, the University reaffirms its commitment to a policy of non-discrimination and affirmative action.

Equal Employment Opportunity: The University pledges to make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the grounds of race, color, religion, sex, national origin, age, disability, sexual orientation, or other factors which cannot lawfully be the basis for an employment decision.

Any student or employee with questions concerning this policy, or who believes that he or she has been the victim of discrimination, should be referred to the Director of Affirmative Action at 617-287.5180.

Hazing

The University of Massachusetts Boston, in compliance with Massachusetts state law, chapter 269, sections, 17, 18, and 19, and the Board of Higher Education, prohibits hazing in any form. The policy in effect at UMass Boston protects both students and employees.

"Hazing" is defined as any conduct—including methods of initiation into any campus organization—whether on public or private property, that willfully or recklessly endangers the physical or mental health of another person. Such conduct includes (but is not limited to) whipping, beating, branding, forced calisthenics, forced exposure to weather, forced consumption of food, liquid, drug, or other substance, or any other activity that is likely to adversely affect the physical health or safety of the person, and conduct that is likely to subject the person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

In addition, anyone who witnesses a hazing incident shall, to the extent possible without danger to himself or others, report the incident to an appropriate law-enforcement official as soon as is practical.

Anyone who fails to report, or is a principal offender in an occurrence of hazing, as defined by law, shall be punished by fine or by imprisonment. In addition to criminal charges, any suspected violation of this law shall be reported to the office of the Dean of Students for disciplinary action. Consent shall not be available as a defense to any prosecution of this action.

Student Rights and Responsibilities

Sexual Harassment

Sexual harassment is unwanted sexual attention. As a form of sex discrimination, sexual harassment is a violation of federal and state law. It is the policy of the University of Massachusetts that no member of the University community may sexually harass another. For purposes of this policy and consistent with federal regulations, sexual harassment is defined as follows: Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work, 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment.

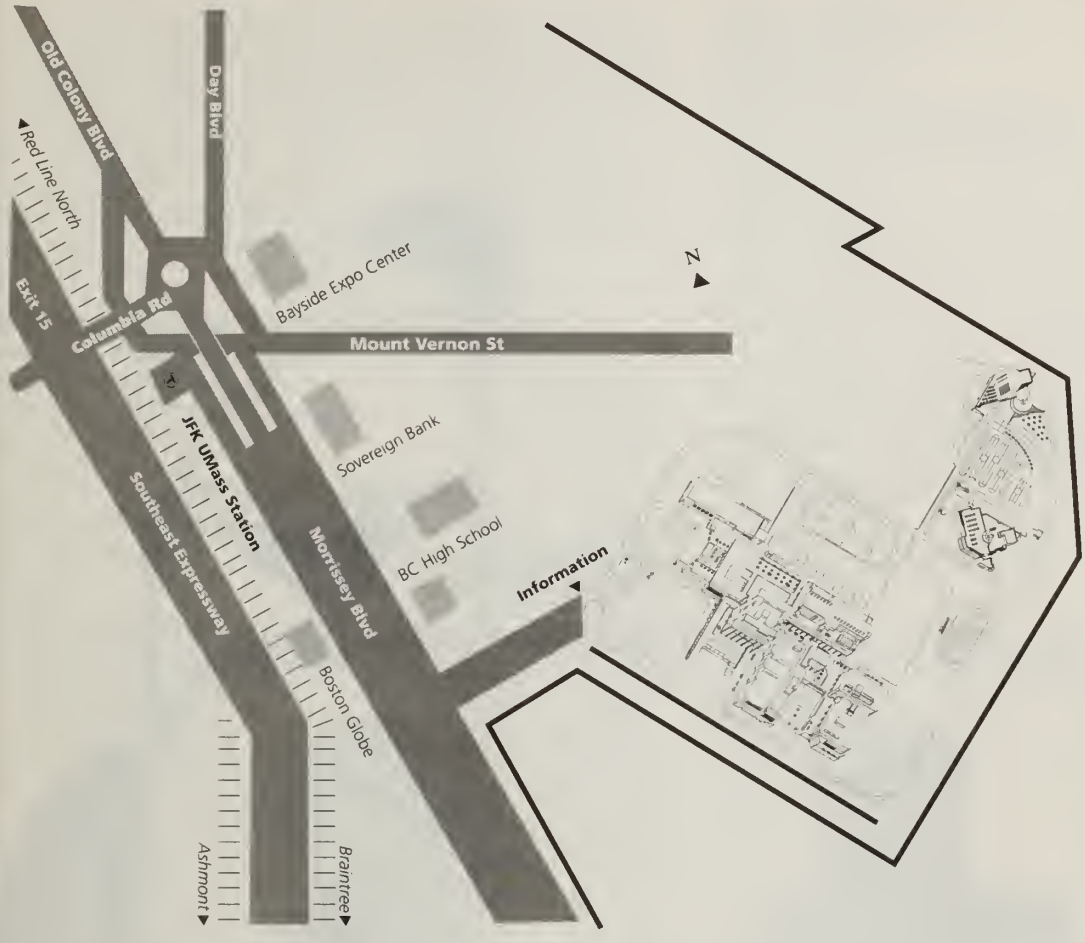
It is the policy of the University to protect the rights of all persons within the University community by providing fair and impartial investigations of all complaints brought to the attention of appropriate officials. Any member of the University community found to have violated this sexual harassment policy may be subject to disciplinary action.

Any student or employee who believes that he or she is a victim of discrimination should contact the Director of Affirmative Action and Multicultural Relations, at 617.287.5180.

Further Information

If you have questions or concerns about any of the guidelines and policies described above, please call the Office of the Dean of Student Affairs.

Road Map and Directions to UMass Boston



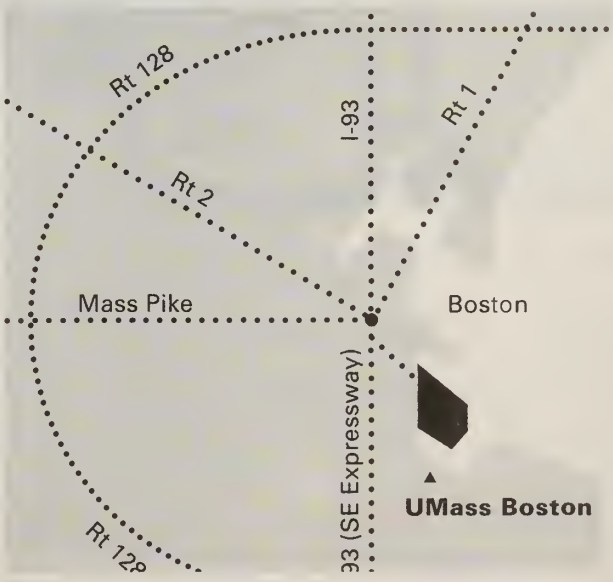
UMass Boston is only three miles from downtown Boston and is easily accessible by public or private transportation.

By car from the north or west: Take the Southeast Expressway to exit 15 (JFKLibrary/South Boston/Dorchester) and follow the University of Massachusetts signs along Columbia Road and Morrissey Boulevard to the campus. By car from the south: Take the Southeast Expressway to exit 14 (JFKLibrary/ Morrissey Boulevard) and follow Morrissey Boulevard northward to the campus.

On the MBTA: Take Red Line to JFK/UMass Station. A free shuttle bus will take you to the campus. Also, MBTA bus Route #16 (from Forest Hills during rush hour only) and Route #8 (from Kenmore Square) operate to the campus.

Campus parking facilities: Indoor and outdoor spaces are available.

For further parking information, please visit the website at www.parking.umb.edu.



UMass Boston Campus Map

Telephone Directory

Please note: This directory is for the use of undergraduate students and prospective students, and therefore includes only a partial listing of University departments and offices. The complete University directory of departments, offices, faculty, and staff is issued by the University's Telecommunications Office. The University's academic units are abbreviated below as follows: the College of Liberal Arts (CLA); the College of Management (CM); the College of Nursing and Health Sciences (CNHS); the College of Public and Community Service (CPCS); the College of Science and Mathematics (CSM); the Graduate College of Education (GCE).

Information and Services for Students

Academic Support Programs	617.287.6550
Adaptive Computer Lab	617.287.5227
Admission Guaranteed Program	617.287.5830
Admissions, Undergraduate	617.287.6100
Art Gallery	617.287.7988
Athletics	617.287.7801
Beacon Leadership Project	617.287.5800
Beacon Think Tank	617.287.5800
Bookstore	617.287.5090
Bursar	617.287.5350
Campus Ministry (Main Office) (Student Affairs)	617.287.5800
Campus Police (Public Safety Office)	617.287.7799
Career Resource Library (University Advising Center)	617.287.5429
Career Services (University Advising Center)	617.287.5519
CLA: General Information	617.287.6500
CM: General Information/Undergraduate Program	617.287.7760
CNHS: General Information	617.287.7500
CPCS: General Information	617.287.7120
CSM: General Information	617.287.6500
Child Care (Early Learning Center)	617.287.6195
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Computing Services	617.287.5200
Corporate, Continuing and Distance Education	617.287.7900
Directions for Student Potential (DSP) (Academic Support Programs)	617.287.6550
Disability Services: Ross Center	617.287.7430
Early Learning Center	617.287.6195
English Language Studies (CCDE)—Professional Training/ESL	617.287.7876
Enrollment Information Services	617.287.6000
Graduate Study: Dean's Office	617.287.5700
Financial Aid	617.287.6300
Harbor Art Gallery	617.287.7988
Health Promotion Program	617.287.5685
Health Service	617.287.5660
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ID Office	617.287.7957
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Joiner Center	617.287.5850
Language Lab	617.287.5970
Library Information	617.287.5900
Mass Media	617.287.7990
Mathematics Resource Center (Academic Support Programs)	617.287.6486
McNair Fellowship Program	617.287.5780
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Registrar	617.287.6200
Scholarship Office	617.287.6026
Student Affairs	617.287.5800
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Student Senate	617.287.7970
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Teacher Education Program	617.287.7625
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Upward Bound Math and Science Initiative Program	781.326.3700
Urban Scholars Program	617.287.5830
Veterans Affairs	617.287.5875
Veterans Upward Bound Program	617.287.5870
Watermark	617.287.7960
Wits' End Cafe	617.287.7987
Writing Proficiency Exam	617.287.6330
WUMB Radio	617.287.6900
Year of Study in Paris Program	617.287.7568
Yearbook Office	617.287.7947

TDD/TTY Numbers*

Disability Services	617.287.7431
Financial Aid Services	617.287.6300
Project Reach	617.287.7395
Public Safety (Campus Police)	617.287.7799
Telecommunications	617.287.5010

*Access to TDD/TTY service is available at public phones on the first floor of each University building.

Academic Departments and Programs

College of Liberal Arts (CLA)

Academic Support Programs	617.287.6550
Africana Studies Department	617.287.6790
Alcohol and Substance Abuse Program (Sociology Department)	617.287.6250
American Studies Program	617.287.6770
Anthropology Department	617.287.6850
Art Department	617.287.5730
Asian American Studies Program	617.287.5671
Biobehavioral Studies Program (Department of Biology)	617.287.6600
Biology of Human Populations Program (Department of Biology)	617.287.6600
Chinese (Modern Languages Department)	617.287.6266
Classics Department	617.287.6120
Communication Studies (American Studies Program)	617.287.6770
Creative Writing Program (English Department)	617.287.6700
Criminal Justice Program	617.287.6258
East Asian Studies Program	617.287.6342
Economics Department	617.287.6950
English Department	617.287.6700
English as a Second Language (English Department)	617.287.6700
European Studies Program (Modern Languages Department)	617.287.7863

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French (Modern Languages Department)	617.287.7570
German Studies (Modern Languages Department)	617.287.7570
Hispanic Studies Department	617.287.7550
History Department	617.287.6860
International Relations Program	617.287.6941
Irish Studies Program	617.287.6752
Italian (Modern Languages Department)	617.287.7570
Japanese (Modern Languages Department)	617.287.6270
Latin American Studies Program (Hispanic Studies Department)	617.287.7550
Latino/Latina Studies Program	617.287.7286
Linguistics Program (English Department)	617.287.7554
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Music (Performing Arts Department)	617.287.5640
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Portuguese (Hispanic Studies Department)	617.287.7550
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Spanish (Hispanic Studies Department)	617.287.7550
Study of Religion Program	617.287.6342
Technical Writing Program (English Department)	617.287.6700
Theatre Arts (Performing Arts Department)	617.287.5640
Women's Studies Program	617.287.6780

College of Management (CM)

Accounting and Finance Department	617.287.7670
Management and Marketing Department	617.287.7850
Management Science and Information Systems Department	617.287.7880

College of Nursing and Health Sciences (CNHS)

Department of Exercise Science and Physical Education	617.287.7480
Nursing Departments	617.287.7500

College of Public and Community Service (CPCS)

Majors

Community Planning	617.287.7120
Criminal Justice	617.287.7120
Gerontology	617.287.7330
Human Services	617.287.7120
Labor Studies, CPCS	617.287.7426
Legal Education Services/Law Center	617.287.7370

College of Science and Mathematics (CSM)

Academic Support	617.287.6550
Alcohol and Substance Abuse Program	617.287.6250
Biobehavioral Studies Program (Department of Biology)	617.287.6600
Biochemistry (Departments of Chemistry and Biology)	617.287.6165
Biology Department	617.287.6600
Biology of Human Populations Program (Department of Biology)	617.287.6600
Biology and Medical Technology Program (Department of Biology)	617.287.6600
Chemistry Department	617.287.6130
Computer Science Department	617.287.6440
Earth and Geographic Sciences Department	617.287.5280
Engineering Program	617.287.6050
Environmental Studies Program	617.287.4040
Environmental, Coastal, and Ocean Sciences Program	617.287.7440
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Hydrogeology Program (Earth and Geographic Sciences Department)	617.287.5280
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Undergraduate Teacher Education Program	617.287.7610

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University Honors Program

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Teacher Education Program

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Graduate Study

American Studies	617.287.6770
Bilingual Education (Applied Linguistics)	617.287.5760
Biology	617.287.6600
Biotechnology and Biomedical Science	617.287.6600
Business Administration (MBA)	617.287.7720
Chemistry	617.287.6130
Clinical Psychology	617.287.6340
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Counseling and School Psychology	617.287.7679
Critical and Creative Thinking	617.287.6520
Dispute Resolution	617.287.7421
Education (EdD)	617.287.7601
Education, Elementary and Secondary (MEd)	617.287.7625
Education: Adapting Curriculum Frameworks	617.287.7250
Educational Administration	617.287.7601
English	617.287.6700
English as a Second Language Studies (Applied Linguistics)	617.287.5760
Environmental Biology	617.287.6699
Environmental, Coastal, and Ocean Sciences	617.287.7440
Forensic Services	617.287.6276
Gerontology	617.287.7300
Green Chemistry	617.287.6130
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Molecular, Cellular and Organismal Biology	617.287.6600
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Sociology, Applied	617.287.6250
Special Needs Education	617.287.7639
Women in Politics and Public Policy	617.287.6785

Administrative Offices

Affirmative Action and Multicultural Relations	617.287.5180
Alumni Affairs	617.287.5330
Chancellor's Office	617.287.6800
College of Liberal Arts (CLA) Dean	617.287.6500
College of Management (CM) Dean	617.287.7700
College of Nursing and Health Sciences (CNHS) Dean	617.287.7500
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Dean of Students	617.287.5800
Graduate Admissions	617.287.6400
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Note: Index entries in boldface type designate

- *departments (CLA, CM, CNHS, CSM);*
- *program areas (CPCS);*
- *concentrations (CM, CNHS)*
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UNIVERSITY OF MASSACHUSETTS BOSTON

Applying for Admission to Undergraduate Programs

When to apply...

Generally speaking, the earlier you apply, the better. UMass Boston will continue to consider applications for each academic program as long as space is available for the upcoming semester and the application deadline has not passed. Because space in the program of your choice may be limited, we encourage you to apply as early as possible to ensure a timely response and the availability of your desired program. For more information, call **617.287.6100.** Once your application is complete, it will be evaluated and you will be notified of our admission decision as soon as possible.

Your application will be considered complete at the point when the Office of Undergraduate Admissions has received your application form (completed and signed), your admissions essay, all other required enclosures, along with any additional required credentials (transcripts, test scores), and your application fee.

UMASS BOSTON

We are delighted by your interest in UMass Boston. To apply for admission, please complete this application form and return it with all required enclosures; be sure to enclose all required documents and credentials.

Use this application form only if you wish to enroll in an undergraduate degree program. If you wish to enter a certificate program or enroll as a non-degree-seeking student, please call the Enrollment Information Service at **617.287.6000** for instructions on how to do so.

If you want to learn more about our academic programs, we invite you to attend one of our admission information sessions. For information about times and locations of these information sessions, call the Enrollment Information Service at 617.287.6000. To make an appointment to speak with an admissions counselor, call the Undergraduate Admissions Office at **617.287.6100.**

Do not use this application if... any of the following circumstances applies to your prospective enrollment at the University.

1 Re-entering Student
If you were previously admitted to and enrolled at UMass Boston, contact the Office of the University Registrar for information.

2 Second Bachelor's Degree Candidate
If you are a UMass Boston graduate wishing to earn a second bachelor's degree from the University, contact the Office of the University Registrar.

3 Reactivating Applicant
If you applied for admission to UMass Boston within the last year, contact the Office of Undergraduate Admissions to reactivate your application.

4 Joint Admissions Student
If you are participating in the Joint Admissions Program, contact the Office of Undergraduate Admissions for an "Intent to Enroll Form" for Joint Admissions students.

5 Graduate Applicant
If you're interested in earning an advanced degree, contact the Enrollment Information Service for information and an application at 617.287.6000.

Application Instructions *Continued*

Completing the Application

Be sure to read the instructions carefully before beginning work on the application form. Remember to check the "Special Instructions" area that begins on page C to see if any special instructions apply to you. Please answer all questions. If you have no response, or if a question does not apply to you, please indicate this by putting "N/A" in the appropriate spot.

Please type, or print legibly in black ink, and make bold check marks.

Please note that in part I, question 6 (regarding ethnic origin) is optional. You are not required to respond to this question. Neither your response nor your lack of response will be used as a factor in the admission process. The University will use the information obtained through this question only for the compilation of statistics for the US Department of Education and similar agencies, or for its own statistical, demographic profile of the student body.

When answering part III, question 3, be sure to choose only one college or program.

When answering part III, question 4, please choose one of the areas of study listed here, and print its title in the space provided. *If you are not sure which area of study interests you most, and you wish to apply for the College of Liberal Arts, the College of Science and Mathematics, or the College of Public and Community Service, print "Undecided" in the space provided.*

The following list includes all undergraduate majors offered by the University. It does not include concentrations, minors, or programs of study. Please indicate degree type (BA or BS) with major where appropriate.

College of Liberal Arts
Africana Studies, BA
American Studies, BA
Anthropology, BA
Art, BA
Classical Languages, BA
Classical Studies, BA
Criminal Justice, BA
Economics, BA
English, BA
Ethics and Social and Political Philosophy, BA
French, BA
German Studies, BA
History, BA
History and Archaeology, BA
Individual Major Option, BA or BS
Italian, BA
Music, BA
Philosophy, BA
Philosophy and Public Policy, BA
Political Science, BA
Psychology, BA or BS
Psychology and Sociology, BA
Sociology, BA
Spanish, BA
Theatre Arts, BA
Women's Studies, BA
Undecided

College of Management
Management, BS

College of Nursing and Health Sciences
Exercise Science and Physical Education, BS
Nursing, BS
Nursing for RNs, BS

College of Public & Community Service
Community Planning, BA
Criminal Justice, BA
Gerontology, BA
Human Services, BA
Labor Studies, BA
Legal Education Services, BA
Undecided

College of Science & Mathematics
Biochemistry, BS
Biology, BS
Biology and Medical Technology, BS
Chemistry, BS
Computer Science, BA or BS
Earth and Geographic Sciences, BS
Engineering
Engineering Physics, BS
Individual Major Option, BA or BS
Mathematics, BA or BS
Physics, BS
Undecided

Please note that in part III, question 6, the inter-collegiate sports available are: men's baseball, men's and women's basketball, men's and women's cross-country, men's ice hockey, women's ice hockey, men's lacrosse, men's and women's soccer, women's softball, men's and women's tennis, women's volleyball.

Before completing part VII, please read carefully all information in the undergraduate catalog about residency status.

Application Instructions *Continued*

Preparing to Send in the Application

Your application cannot be considered until you

1. **fill out the application form completely;**
2. **arrange to provide all required test scores and transcripts (see the following information);**
3. **enclose your essay** (see part VI) and any other additional sheets of paper;
4. **sign the form on page H** to certify that all the information you have given is complete and accurate;
5. **enclose any optional material,** such as your resume and/or letter(s) of recommendation, with which you wish to support your application (see part V); and
6. **enclose the application fee.** Please send with your application form a check or money order, made out to the University of Massachusetts Boston, in the amount of $40.00 (for Massachusetts residents) or $60.00 (for non-residents of Massachusetts). This fee cannot be refunded. Please note: Applicants who have attended UMass Amherst, UMass Dartmouth, or UMass Lowell as degree-seeking students are not required to pay the fee.

Mail the application form and all enclosures to:

Undergraduate Admissions Office
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

Required Tests and Transcripts

Admission Tests

To apply for admission, students are required to submit official copies of the SAT I or ACT test score report. Exceptions to this policy are as follows:

- Freshman or transfer applicants who have been out of high school for more than three years, and
- Transfer applicants with 24 or more college-level credits.

It is your responsibility to arrange to take the appropriate test and to have the official results sent to the UMass Boston Undergraduate Admissions Office. You may obtain information about requirements and procedures from your school counseling office or from the Educational Testing Service (ETS), Princeton, NJ 08540. UMass Boston's College Entrance Examination Board (CEEB) number is 3924.

Transcripts

- If you are entering as a freshman, or
- if you have earned fewer than a total of 24 credits at another college or colleges, you must arrange to have an official transcript of your high school record, or your GED examination scores, sent to the Undergraduate Admissions Office.

- If you have attended any educational institution(s) after high school, you must arrange to have an official transcript of your academic record sent to the Undergraduate Admissions Office from each institution attended.

Please remember that each required transcript or GED score report must be *official* (that is, not a copy given to a student for informational purposes). Each transcript or report must be issued by the organization it represents directly to the Undergraduate Admissions Office, and must reach this office in a sealed envelope.

Special Instructions

Be sure to read the appropriate section(s) of the following instructions if you

- have been out of high school for more than three years
- have taken ESL courses in high school
- are seeking admission to the College of Public and Community Service (CPCS)
- are seeking admission to the Directions for Student Potential Program (DSP)
- are interested in a teaching career
- are interested in a major not offered through public education in your home New England state
- are a registered nurse
- are a non-citizen permanent resident of the United States
- are an international student with a visa
- wish to be exempt from the requirement to submit SAT I or ACT scores because you have a disability.

If you have been out of high school for more than three years, we will not require you to submit SAT I or ACT test scores. We may, however, require you to provide additional information about yourself, which we will request if necessary. If your native language is not English, you may be asked to demonstrate proficiency in English.

If you have taken ESL courses in high school, you must submit a TOEFL or SAT II: English Language Placement Test (ELPT). You may obtain information about requirements and procedures from your high school counseling office or ETS.

Application Instructions *Continued*

If you are seeking admission to the College of Public and Community Service (CPCS), you are encouraged to attend a CPCS admission seminar, preferably before applying. Seminars are held on Tuesdays (except holidays) at 9:00 am and 6:00 pm in the College Dean's Conference Room on the 4th Floor of Wheatley Hall. Call 617.287.7120 to confirm the schedule.

The Directions for Student Potential Program (DSP) is a special pre-admission college-preparatory program offered in the summer for Massachusetts residents only. DSP prepares students for academic success at the university by helping them to improve their English, math, critical thinking and study skills. Applicants may choose to apply to DSP, or admission counselors may refer applicants to the program. Successful completion of DSP grants the student admission to the College of Liberal Arts or the College of Science and Mathematics for the fall. The DSP application deadline is May 1. To apply to DSP answer part III, question 3 by checking off "College of Liberal Arts" or "College of Science and Mathematics." Write "DSP" in the space provided in question 4.

If you are interested in a teaching career, you must seek admission to the College of Liberal Arts, the College of Science and Mathematics, or the Exercise Science and Physical Education Department of the College of Nursing and Health Sciences. By selecting a major and successfully completing the University's Teacher Education Program, you can receive a "Provisional Educator Certificate of Eligibility with Advanced Standing" in elementary (1-6), middle (5-9), and secondary (9-12) education.

If you are interested in enrolling in a major not offered through public education in your home New England State, consider the New England Regional Student Program (NERSP). Students pay tuition 50 percent above the in-state rate. For additional information about this program, check with your guidance counselor or visit the New England Board of Higher Education's Website at www.nebhe.org.

If you are a registered nurse applying to the College of Nursing and Health Sciences, be sure to check the appropriate box in part III, question 3, and write "Nursing for RNs, BS" in the space provided for answering question 4. You are required to submit a copy of your license.

If you are a non-citizen permanent resident of the United States, you must enclose with your application a photocopy of your alien registration card (front and back).

If you are an international student with a visa—that is, neither a citizen nor a permanent resident of the United States—you must meet certain special requirements.

a. If your native language of instruction is not English, you need not submit SAT I or ACT scores. You must, however, take the Test of English as a Foreign Language (TOEFL), and your TOEFL score must show that you are proficient in English. For information, write to The TOEFL Program, Box 899, Princeton, NJ 08540, USA.

Note: If your native language of instruction is English, you must meet the same requirements for SAT I or ACT scores as US citizens and permanent residents.

b. You must submit a copy of your secondary school transcript, leaving certificate, and/or graduation examination results.

c. If the official transcripts of your academic record are not in English, they must be sent to the Undergraduate Admissions Office together with an English translation validated by an official public translator.

d. You must submit a Certification of Finances form (which is available on line at www.admissions.umb.edu). If you have not already received one, we will send you this form when your application is received. The form must be completed accurately and must show that funds available to you during your full period of study are at least equal to the estimated costs of attending UMass Boston and living in the Boston area during that period.

Note: You will be expected to pay the non-resident tuition rate throughout your enrollment at the University.

If you have a learning disability or another disability that might make SAT I or ACT scores an inappropriate measure of your capacity for college-level work, you might not be required to submit SAT I or ACT scores. To request a waiver of this requirement, you must check the box in part IV, at the end of question 6. Your response should be voluntary and will be kept confidential; it will have no bearing on the University's decision about your admission. You must also submit recent documentation of the diagnosis of your disability from a private physician or psychologist. The University may require an alternative mode of assessment in lieu of the scores.

UNIVERSITY OF MASSACHUSETTS BOSTON

Undergraduate Admissions Application (For Full-time and Part-time Study)

Please print or type.

Part I: Biographical Information

1. Please select prefix ☐ Mr. ☐ Mrs. ☐ Miss ☐ Ms. ☐ Doctor

2. Name
   Last
   First
   Middle
   Previous

3. Preferred Name _____

   U.S. Social Security Number ___ • ___ • ____

4. Gender ☐ Male ☐ Female Date of Birth ___ (Month) ___ (Day) ___ (Year)

5. Citizenship ☐ U.S. ☐ Alien Registration number_____ (Enclose copies of both sides of the Alien Registration Card.)

   Date Issued _____

   ☐ Other (please specify country) _____

   ☐ International Student ☐ F Visa ☐ J Visa ☐ Visa not yet obtained ☐ Other _____

6. Ethnic Origin (Optional—statistical purposes only)

   ☐ American Indian or Alaskan Native
   ☐ Asian or Pacific Islander
   ☐ Black (Not of Hispanic Origin)
   ☐ Cape Verdean
   ☐ Latino
   ☐ White (Not of Latino Origin)
   ☐ Other (please specify)
   ☐ Do Not Wish to Report

7. Military Status ☐ Veteran ☐ Still on Active Duty ☐ Not Applicable

Part II: Contact Information

1. Permanent Address
   Number Street
   City State Zip Country

2. Telephone Numbers ( ) Home ( ) Work

3. Mailing Address (if different from above)
   Number Street
   City State Zip Country

4. Last date at mailing address: ___ (Month) ___ (Day) ___ (Year)
   Email Address ☐ Personal ☐ Business _____

5. Emergency Contact
   Name Relationship
   Address ( ) Telephone Number

Part III: Enrollment Plans

1. When do you plan to enroll? ☐ Fall ____ Year ☐ Spring ____ Year

2. You expect to enroll ☐ Full-time ☐ Part-time

3. Please indicate the college or program to which you are seeking admission (check only one).

☐ College of Liberal Arts
☐ College of Science and Mathematics
☐ College of Nursing and Health Sciences (for RNs)
☐ College of Nursing and Health Sciences (for non-RNs)
☐ College of Management
☐ College of Public and Community Service
☐ Exercise Science and Physical Education

4. Please refer to the list of "areas of study" on page B, and fill in the title for your intended area of study. Be sure to specify degree type (BA or BS) for your area of study.

_____

5. a. Have you ever attended another college or university? ☐ Yes ☐ No

b. Are you interested in residential housing? ☐ Yes ☐ No

c. Are you interested in financial aid? ☐ Yes ☐ No

6. If you are interested in any of the following programs, or in participating on an intercollegiate athletic team (see list on page B), please check all that apply.

☐ Honors ☐ Pre-Law ☐ Pre-Med ☐ Teacher Certification ☐ Sport: _____

☐ New England Regional Student Program (NERSP) ☐ NERSP Major: _____

Part IV: Education and Academic Information

1. Please provide the names and location of the high school you most recently attended, as well as your graduation date, and the school's College Entrance Examination Board (CEEB) code (which you can obtain from the school's guidance office.)

CEEB Code	High School	City/State	Dates of Attendance	Graduation Year

2. ☐ Check here if you have a GED (See special instructions).

3. Please list every college or university you have attended, beginning with the most recent. Indicate dates of attendance and any degrees earned. You may obtain the institution's CEEB code from their admissions office. Use an additional sheet if you need more space; be sure to include your name, address and social security number on each additional page. *(Please note: You must provide academic transcripts from all institutions you have attended, whether or not you wish to transfer credit.)*

CEEB Code	College/University	City/State	Credits Earned	Start Date	End Date	Degree Earned

4. Please list any high school or college/university courses in which you are now enrolled.

Course Number	Title	Credits	Institution

Part IV: Education and Academic Information *continued*

5. Have you ever taken, or do you plan to take, any of the following tests? Indicate month and year where applicable.

☐ SAT I/ACT Month Year ☐ SAT I/ACT Month Year ☐ SAT I/ACT Month Year

☐ TOEFL Month Year ☐ SAT II: ELPT Month Year

☐ Advanced Placement Month Year ☐ CLEP Exams Month Year

6. If you have a disability, and believe that SAT I or ACT scores are not, therefore, an appropriate measure of your capacity for college-level work, and wish to request a waiver of the requirement to submit these scores, check here (and see special instructions on page C.) . ☐

Part V: Activities and Life Experience

1. Please provide information about your employment history. (You may submit a résumé, if you prefer.)

Current Employer _____ Title _____ Length of Service _____

Previous Employer _____ Title _____ Length of Service _____

2. If it will strengthen your application, we encourage you to enclose one or more letters of recommendation from an objective observer, like a teacher, counselor or employer, commenting on your maturity and motivation to succeed at UMass Boston.

3. Which language(s) are you most comfortable speaking? Which language(s) are you most comfortable reading and writing?

Speaking: _____

Reading/Writing: _____

Part VI: Essay

Please select one of the following questions. Write and enclose an essay of about 500 words in response. Be sure to include your name and social security number on each sheet you submit with your application. If you do not have a social security number, please include your date of birth and your address along with your name. All applicants are required to submit one essay.

1. What does the phrase "university community" mean to you? How would your background and experience help contribute to our community? How would you benefit from studying in the diverse environment of the University of Massachusetts Boston?

2. Imagine yourself many years from now, looking back at your life. Tell us about your accomplishments, your failures, your values, and your sense of identity. Include a brief description of the effect the University of Massachusetts Boston had on your life.

3. Every day, we are all presented with choices, some more challenging than others. Describe a significant choice that you had to make, and discuss the consequences of your actions. How did your decision impact your life?

4. Describe a work of art—a novel, a painting, a poem, a piece of music, a film—that has had a profound impact on you and the way you look at the world.

Part VII: Residency Information

All applicants are required to complete this section. Before doing so, please read the statement of rules and regulations governing residency status in the "Tuition, Fees, and Payments" section of this publication, or visit **www.umb.edu.** If you claim Massachusetts residency, be sure to indicate the month and year that you or your parent(s), guardian, or spouse began residing in Massachusetts.

I have read the rules and regulations governing residency status of students for tuition purposes at the University of Massachusetts Boston, and I here state that, pursuant to these rules and regulations, I qualify as a Massachusetts resident for the following reason (check one and indicate beginning of residence):

☐ I am 18 years of age or more, and have resided continuously in Massachusetts since mo___ yr___.

☐ I am under 18 years of age and my parent(s) or guardian has resided continuously in Massachusetts since mo___ yr___.

☐ I am married and my spouse has resided continuously in Massachusetts since mo___ yr___.
(Please provide copy of marriage certificate and copy of spouse's Massachusetts tax form from last year.)

☐ I have been a legal resident of CT, ME, NH, RI, VT for at least the past year. mo___ yr___

Part VIII: Final Instructions

Please sign this application below. If you are under 18 years of age, a parent or guardian must also sign.

I certify that the information given in this application is complete and accurate, and that I have not attended any institution(s) other than those listed. I understand that making false or fraudulent statements within this application could result in denial of admission, disciplinary action, and invalidation of credits or degrees earned. Should there be any change in the substance of the information given here, I will immediately notify the Undergraduate Admissions Office of the University of Massachusetts Boston

Signature of Applicant _____ Date _____

Signature of Parent or Guardian _____ Date _____

Please check the boxes below to indicate that this stage of your application is complete.

☐ I have read the instructions regarding transcripts and admissions tests, and I understand what credentials I must arrange to have sent to the Undergraduate Admissions Office, in addition to this application form.

☐ I have enclosed my essay (see Part VI) and any optional additional material I wish to submit

☐ I have completed the residency section of this application form. If applicable, I have enclosed copies of my alien registration card (front and back) or a copy of my marriage certificate and a copy of my spouse's Massachusetts tax form from last year.

☐ I have signed this application form to certify that the information in it is complete and accurate; and (if necessary) my parent or guardian has also signed it.

☐ I have enclosed a check or money order in payment of the application fee ($40 for Massachusetts residents, $60 for all others). Exception: Applicants who have attended UMass Amherst, UMass Dartmouth, or UMass Lowell as degree-seeking students are not required to pay the fee.

Send this form and all enclosures to:

Office of Undergraduate Admissions
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

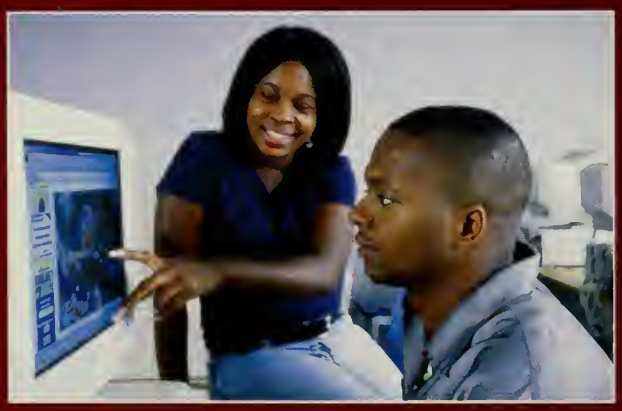
UMass Boston Undergraduate Offerings

CM Accounting, see page 296
CLA Africana Studies, see page 80
CLA Alcohol and Substance Abuse Studies, see page 85
CLA American Studies, see page 86
CLA Anthropology, see page 92
CLA Art, see page 101
CLA Art History, see page 101
CLA Asian American Studies, see page 108
CLA/CSM Biobehavioral Studies, see pages 113, 246
CSM Biochemistry, see page 247
CSM Biology, see page 249
CLA/CSM Biology of Human Populations, see pages 114, 255
CSM Biotechnology, see page 249
CSM Chemistry, see page 256
CLA Chinese Language, Literature, and Film, see page 176
CLA Classical Languages, see page 115
CLA Classical Studies, see page 115
CLA Classics, see page 115
CLA Communication Studies, see page 119
CPCS Community Media and Technology, see page 333
CPCS Community Planning, see page 328
CPCS Community Studies, see page 333
CSM Computer Science, see pages 260, 264
CLA Creative Writing, see page 121
CLA Criminal Justice, see page 122
CPCS Criminal Justice, see page 329
CLA Criminal Justice and Sociology, see page 122
CLA Dance, see page 191
CSM Earth and Geographic Sciences, see page 265
CLA East Asian Studies, see page 124
CLA Economics, see page 126
CSM Engineering, see page 270
CSM Engineering Physics, see page 272
CLA English, see page 131
CLA English as a Second Language, see page 60
CSM Environmental, Coastal, and Ocean Sciences, see page 273
CSM Environmental Studies, see page 274
CLA Ethics and Social and Political Philosophy, see page 197
CLA European Studies, see page 144
CNHS Exercise Physiology, see page 317
CNHS Exercise Science and Physical Education, see page 316
CM Finance, see page 296
CLA First-year and Intermediate Seminars, see page 50
CLA French, see page 173
CSM Geographic Information Technologies, see page 277
CLA German Studies, see page 174
CPCS Gerontology, see page 330
CLA Greek, see page 115
CLA Hispanic Studies, see page 145
CLA History, see page 153
CLA History and Archaeology, see page 153
University Honors Program, see page 62
CPCS Human Services, see page 330
CLA Humanities, see page 160
CSM Hydrogeology, see page 278
CLA/CSM Individual Major, see page 75
CLA/CSM Interdisciplinary Studies, see page 278
CM International Management, see page 300
CLA International Relations, see page 161
CLA Irish Studies, see page 163
CLA Italian, see page 175
CLA Japanese Language and Literature, see page 184
CPCS Labor Studies, see page 331
CLA Latin, see page 115
CLA Latin American Studies, see page 164
CLA/CPCS Latino/Latina Studies, see page 168
CPCS Legal Education Services, see page 332
CLA Linguistics, see page 171
CM Management, see page 300
CPCS Management [Non-profit], see page 333
CM Management Information Systems, see page 303
CM Marketing, see page 300
CSM Mathematics, see page 279
CLA Music, see page 187
CNHS Nursing, see page 309
CNHS Nursing for RNs, see page 312
CM Operations Management and Information Systems, see page 303
CPCS Organizing, see page 334
CLA Performing Arts, see page 187
CLA Philosophy, see page 197
CLA Philosophy and Law, see page 206
CLA Philosophy and Public Policy, see page 198
CNHS Physical Education (Teaching Physical Education), see page 316
CSM Physics, see page 283
CLA Political Science, see page 206
CLA Portuguese Studies, see page 145
CSM Pre-Medical Studies, see page 287
CLA Professional Writing, see page 214
CLA Psychology, see page 215
CLA Psychology and Sociology, see page 216
CLA Public Policy, see page 223
CLA Religion (Study of Religion), see page 225
CLA Russian Studies, see page 173
CLA/CSM Science, Technology, and Values, see pages 227, 288
CLA Sociology, see page 228
CLA Spanish, see page 145
GCE Teacher Education, see page 65
CLA/CSM Technical Writing, see pages 236, 289
CLA Theatre Arts, see page 191
CPCS Training and Development, see page 334
CLA Translation, see page 145
CLA Women's Studies, see page 237
CPCS Youth Work, see page 334

This list is subject to change. It is neither a contract nor an offer to make a contract.

UMASS BOSTON

Admission Application Inside



Apply on-line at **www.admissions.umb.edu**

Enrollment Information Services
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, Massachusetts 02125-3393

Telephone: 617.287.6000
Internet: www.umb.edu

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